

THE STATE OF THE ART OF ENGLISH LANGUAGE POLICIES AT I.E INSTITUTO
KENNEDY, PEREIRA

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--Nathaly Hernández G.

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-- Sebastián Vásquez O.

Table of Contents

1. STATEMENT OF THE PROBLEM	9
2. OBJECTIVES	19
3. THEORETICAL FRAMEWORK	20
3.1 Conceptual Framework	20
3.2.1 Language Policy	21
3.1.2 Bilingualism	25
3.2.3 Bilingual Education	29
3.2 Literature review	35
4. METHODOLOGY	41
4.1 Type of research and study	41
4.2 Context and Setting	42
4.3 Participants	43
4.3.1 Sample population	43
4.4 Researchers' Role	43
4.5 Data collection methods	44
4.5.1 Documentary Analysis Format	44
4.5.2 Semi-structured Interviews	45
4.6 Data Analysis	45
4.7 Ethical Considerations	47
5. FINDINGS	48

5.1 Characteristics of the National English Language Policy within the Institution	48
5.1.1. Lack of Institutional Focalization by the <i>Colombia Bilingüe</i> Program	48
5.1.2. The Role of National English Guidelines in the Institution's Curricular Design	52
5.1.3. Teachers Qualification in the English Academic Area of the Institution	56
5.2 Institutional Strategies to Promote English Language Teaching and Learning Processes	61
5.2.1 Peripheral Learning Strategies for English language promotion	62
5.2.2 Cross-curricular Projects as Strategies for the Promotion of English	67
5.2.3 English Pedagogical Practicum Agreement with Universidad Tecnológica de Pereira	78
5.2.4 Use of Resources for the Support of English Language Learning Processes	84
5.3 Participants' Perceptions about English Promotion Strategies Implemented at Instituto Kennedy	94
5.3.1 Perceptions about the Talent Show Day Project	94
5.3.2 Perceptions about the English Pedagogical Practicum Agreement with Universidad Tecnológica de Pereira	97
5.3.3 Perceptions about the hourly intensity for the English area	101
5.3.4 Perceptions about Resources for the Support of English Language Processes	103
5.3.5 Perceptions about Teachers Qualification in the English Academic Area	107

6. RESEARCH AND PEDAGOGICAL IMPLICATIONS.....	113
7. LIMITATIONS.....	117
8. CONCLUSIONS.....	119
9. REFERENCES	123

Table of figures

Figure 1. Language Planning & Policy Model (Tovar, 1999).	10
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Index of tables

Table 1 Projections of the Plan Nacional de Bilingüismo in terms of English language proficiency.	13
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ABSTRACT

In search of promoting bilingual education in a public school, the present study develops the first stage of a macro-project based on Tovar's (1999) model for language planning, which is grounded on a four-stage process: examination of reality (diagnosis), decision-making (design), implementation, and evaluation; in the same order. The present diagnostic research describes the characteristics of the English language policies evidenced at *Institución Educativa Instituto Kennedy* in Pereira based on the analysis of institutional documents and interviews administered to the principal, the academic coordinator and the English area coordinator of the institution. This qualitative research adopted grounded theory as a method for the analysis of data, which allowed the identification of two categories to classify the language policies evidenced.

The results reveal a national English language policy with a limited scope of action, an institutional language policy for promoting English teaching and learning processes, and a lack of participants' perceptions consensus towards those policies as the main characteristics of their implementation at Instituto Kennedy.

It is concluded that the national policy has *top-down* and *explicit* characteristics while the institutional policy is characterized as *bottom-up* and *implicit*. Nonetheless, both of them are profiled as language policies for acquisition purposes grounded on a monoglossic ideology within an additive framework.

Keywords: language policy, language planning, bilingual education, ELT.

RESUMEN

Con el propósito de promover educación bilingüe en un colegio público, el presente trabajo desarrolla la primera etapa de un macro-proyecto basado en el modelo propuesto por Tovar (1999) para la planeación lingüística, que está compuesto de cuatro etapas: examen de la realidad (diagnóstico), toma de decisiones (diseño), implementación, y evaluación; en ese orden. El presente estudio diagnóstico describe las características de las políticas lingüísticas evidenciadas en la Institución Educativa Instituto Kennedy de Pereira con base en el análisis de documentos institucionales y de entrevistas administradas a la rectora, a la coordinadora académica y a la jefe de área de inglés de la institución. Esta investigación cualitativa adoptó la teoría fundada como método de análisis de datos, el cual permitió la identificación de dos categorías para la clasificación de las políticas lingüísticas que fueron evidenciadas.

Los resultados revelan una política nacional para el aprendizaje del inglés con un alcance limitado, una política lingüística institucional para la promoción de procesos de enseñanza-aprendizaje del inglés, y una falta de consenso en la percepción de los participantes sobre estas políticas como las principales características de su implementación en el Instituto Kennedy.

Se concluye que la política nacional es de carácter *top-down* (de arriba a abajo) y explícita mientras que la política institucional es de carácter *bottom-up* (de abajo a arriba) e implícita. No obstante, ambas políticas cumplen con el perfil de políticas lingüísticas de adquisición estructuradas en una ideología monoglósica dentro de un marco aditivo.

Palabras clave: política lingüística, planeación lingüística, educación bilingüe, ELT.

1. STATEMENT OF THE PROBLEM

This section will serve two purposes. The first has to do with contextualizing the reader about the belongingness of this research project to a macro-project; the second will show the general, national, and local perspectives on the teaching of English as well as stating the purpose statement guiding the investigation.

As stated before, this research project, which is a descriptive one, is framed within a bigger project aimed to promote bilingual education in a public institution. Its methodological bases were adapted from the broad perspective of language planning proposed by Tovar (1999) who works extensively on the topic of language planning and language policies in the Colombian context specifically. The author suggests that in order to make an accurate implementation of a language policy (or program, as it is the case of the macro-project), four stages need to be followed: Reality examination (diagnosis), decision making (design), implementation, and evaluation. In the diagnostic stage all of the individual and group needs are identified as well as different features that might reverberate in the language policy. In the second stage, the policies per se are designed taking into account the information gathered in the previous stage. In the last two stages, the policies are implemented, and then, an evaluation of the implementation is made in order to initiate the necessary adjustments.

This specific research project will be in charge of developing only the first out of the four stages of the language planning and policy model adapted from Tovar (1999); that is to say, the diagnosis stage for a language policy and planning. The following figure (figure 1) illustrates the stages that need to be followed if a language planning and policy is aimed to be implemented and, circled in red, how the present research serves the macro project in fulfilling the requirements of the diagnostic stage:

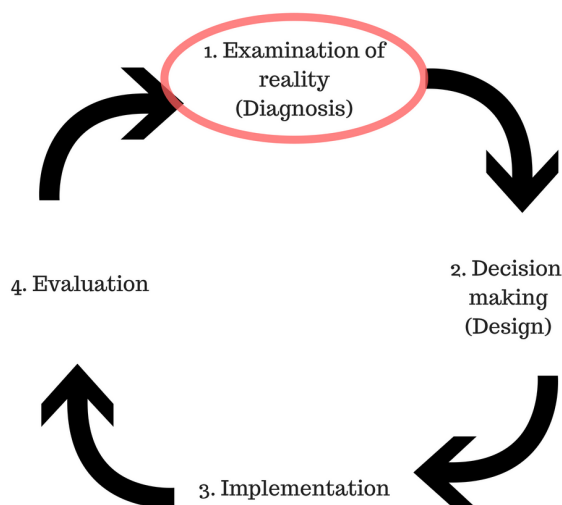


Figure 1. Language Planning & Policy Model (Tovar, 1999).

In regards to the second purpose of this section, it is pertinent to mention that the Colombian Ministry of Education with the help of the *Secretarías de Educación Departamentales* has worked, through the different laws and *Planes Nacionales de Bilingüismo* established, to improve the level of English education in the country. Nevertheless, there has been some problems with the execution of the programs at national and local levels, particularly, with the diagnosis that have been carried out for the creation

of the *programas nacionales de bilingüismo*. According to Tovar (1999), if there is not a specific sequence in how language policies are to be implemented, all of the effort in the design of programs may be lost for the evident improvisation and lack of relevance of the decisions made. In other words, the importance of a diagnostic stage in any language policy planning lies on the fact that further stages (design and implementation) are based on its findings; therefore, the more structured this stage is the better outcomes might be achieved through the whole policy. Thus, the present study serves the purpose of providing the necessary diagnostic information for the subsequent implementation of the program that comes from the macro-project design.

Moreover, English language has become a very important tool in the modern world regarding academic, socio-cultural and economical aspects. For instance, the access to updated information, the dissolution of boundaries to broaden communication among countries and cultures, and the raising of opportunities in the global labor market are some of the widespread effects which have come along with the expansion of English language. According to the Oxford Royale Academy article “Why Should I Learn English?” (2014), it is estimated that 95% of world articles are written in English and just around 50% of those articles are written in English-speaking countries, which means that most of the academic or scientific information in the world can be accessed through the knowledge of this language. Regarding communicative boundaries, Mahu (2012) mentions that “...through learning a foreign language you can bridge the gap between cultures, which would be a powerful tool in today’s modern world”. In other words, the adoption of English as a

lingua franca would help us overcome cultural and linguistic obstacles to open a space to more global discussions which may be used for a common benefit.

The aforementioned, are some of the reasons which have concerned education to draw its attention to English language teaching. From this interest, several products such as standards have emerged to provide guidelines which facilitate teaching-learning practices around the world. One example of this products is the Common European Framework of Reference for Languages (CEFRL), which is the result of a research carried out in Europe that establishes a description of the necessary competences and achievements required for learning foreign languages. Although it was first implemented for learning European languages, CEFRL has been gradually adopted by many other countries and used for other languages, contributing also to the design of multiple international tests.

Colombia is one of these countries that have adapted CEFRL as a reference to articulate their educational policies in an attempt to acknowledge the demands of the modern world, giving as a result a series of regulations and guidelines to build the structural bases for the English language teaching across the national territory. Such policies have gone through different improvements and transformations on the grounds of several educational needs which have been identified, and the changing political goals and interests of the government.

The Colombian General Law of Education (*Ley 115 de 1994*) states that in all schooling levels (basic, secondary, and tertiary) it is mandatory and fundamental to provide formal instruction in English as a foreign language. Thus, considering the goals of the *Plan Nacional de Desarrollo* (PND), the Ministry of Education through its educational

guidelines *Colombia, la más Educada* has released *Colombia Bilingüe 2014 -2018*, a governmental program which has set as its primary goal the improvement of English proficiency levels in the national academic community. More specifically, this goal can be illustrated as follows:

Table 1
Projections of the Plan Nacional de Bilingüismo in terms of English language proficiency.

Basic and Secondary Education	Higher Education
<p>11th grade students: intermediate Level (B1).</p> <p>English teachers: upper-intermediate Level (B2).</p>	<p>Pre-service teachers of English: upper-intermediate (B2+ C1).</p> <p>College students of other careers: upper-intermediate (B2).</p>

With the purpose of establishing the basis for a development plan, a diagnosis was carried out in 78 secretaries of education. A total of 11.064 teachers from the official sector were evaluated, having a result that only the 10% of them hold a B2 level of proficiency in English. Therefore, throughout the implementation of the *Programa Nacional de Bilingüismo* (PNB), a “cycle of quality” has been proposed based on the following action axes:

Definition and Promulgation of Standards. In 2006, the Colombian Ministry of Education in conjunction with the British Council published the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (Guía 22)*, which, after a two-phase

socialization process that involved 40 regions and 4.300 teachers, was approved as the national guidelines for English language teaching. The purpose of these standards is to constitute a clear and public criteria for the basic levels of quality to which children from all regions in Colombia are entitled. Such standards of quality are described in terms of the language skills (listening, reading, writing, conversation and monologue) as well as communicative competences (linguistic, sociolinguistic, and pragmatic competences) students should develop during elementary and secondary schooling. Among other things, this Guidelines served as the grounds for standardization of national tests.

Formalization of a concrete and accurate evaluation system. Since 2007, the English components of the ICFES, now PRUEBAS SABER 11, and ECAES tests are lined with the Standards and the CEFR criteria. This, in order to better interpret the level of language in basic and higher education and, consequently, to strengthen improvement action plans for future professionals and language teachers.

Implementation of Improvement Plans. For the training of pre-service and in-service teachers, the PNB has enjoyed the cooperation offered by the governments of England and the United States. Likewise, PNB has sought to ensure that education secretariats and educational institutions undertake improvements in their programs to encourage and promote the teaching of English as a foreign language. Among the initiatives that have contributed to such purpose, the most noticeable ones can be listed as follows:

- High educational quality accreditation of ELT university programs.
- Immersion programs for teachers of the official sector in San Andrés & Providencia.

- Regional Immersion programs for teachers and secondary students.
- EFL courses for public servers.
- Language and methodology training courses supported by 24 universities.
- Bilingual content in the online platform *Colombia Aprende*.
- Educational TV programs in *Señal Colombia*.

As part of the implementation of improvement plans, the MEN has released the following pedagogical materials:

- Basic Learning Rights & The suggested Curriculum, which is divided into two volumes:
 - Transition to 5th Grade
 - 6th to 11th Grade
- “Bonny Bonita” collection, which includes pedagogical content for English language teaching in primary education.
- “Way to Go!” textbook, aimed to support teaching-learning processes in 6th, 7th and 8th graders.
- “English, Please!” textbook, aimed to support teaching-learning processes 9th, 10th and 11th graders.

In a more local context, the department of Risaralda has also attempted to respond to the national policies by adopting, in 2011, a program known as Risaralda Bilingüe 2012 - 2032. This program has as its main purpose the improvement of the level and quality of the English language in the department. To achieve this goal, the construction of a state of the

art (diagnostic stage) of the English language teaching and learning in the department, that is all the official schools, becomes necessary to design improvement strategies.

As part of the program and as a result of the strategies proposed by Risaralda Bilingüe, an alliance between the secretary of education of Risaralda and Universidad Tecnológica de Pereira (UTP) was made with the purpose of carrying out the diagnostic stage previously mentioned. So far, nine of the fourteen municipalities which comprise the whole department have been already diagnosed. However, Pereira, the department's capital, has not been fully covered and it is still under this diagnostic process.

Thus, considering the global demands for learning English in an attempt to fit into the modern world and benefit from the subsequent economical, academic and social opportunities; the different policies established by the nation and its efforts for contributing with pedagogical materials to support educational practices; the adoption of Risaralda Bilingüe program as a means to articulate and contextualize those national policies to the local context; and in view of the fact that there are various official institutions lacking diagnostic studies in Pereira, there is an imminent need to contribute with the construction of the general state of the art of the department which will lead to further curriculum designs or modifications.

Under this premise, the present study attempts to consolidate a state of the art of the language policies at Institución Educativa Instituto Kennedy of Pereira through the

elaboration of an institutional bilingual profile in regard to resources, materials, documents, and perceptions of the participants towards English language. By these means, this study will contribute to the accomplishment of the objectives of Risaralda Bilingüe program as it will provide the needs that are to be addressed and improved during the design stage of the macro-project. In the same line, this study will eventually help to foster bilingual education in this public institution.

Research Question

- How are languages policies implemented at I.E Instituto Kennedy, Pereira characterized?

2. OBJECTIVES

General objective:

- To describe the language policies implemented at I.E Instituto Kennedy.

Specific objectives:

- To classify the language policies belonging to the Institution and the ones stipulated by the *Plan Nacional de Bilingüismo*.
- To identify the educational bilingual policy profile at I.E Instituto Kennedy.
- To inquire about the perceptions of the academic representatives and administrative directives towards the English language policies.

3. THEORETICAL FRAMEWORK

In this section, two purposes are aimed. Firstly, to explain in a detailed way the different concepts which underlie this study based on different authors perspectives.

Secondly, to explore significant literature for the construction of the study.

3.1 Conceptual Framework

Considering the aim of the ongoing study, it is pertinent to explore some fundamental terms to provide a contextualization that establishes the conceptual bases of the present paper. Language policy, bilingualism and bilingual education are the main constructs to be covered throughout this chapter, having as a reference the points of view described by different authors. On the one hand, several definitions have been provided regarding bilingualism. Bloomfield (1935), Macnamara (1969) and Grossjean (1982) are some of the most significant researchers who have discussed this term, developing three views to approach it: Minimalist, maximalist and functional. On the other hand, a single definition for bilingual education is still a matter of debate; nevertheless, authors like Stern (1972) and the National Swedish Board of Education (1973) coincide on the view of an instruction in two languages with the purpose of becoming proficient in both of them. Through this chapter, an agreed interpretation for each construct will be provided as a way to have a more comprehensive definition.

3.2.1 Language Policy

Throughout several discussions in research, this term has been defined in different ways and seen from different points of view. Some authors highlight the close relationship between language planning and language policy, but most of them agree that despite that relationship, they are slightly different from one another. Some discuss that language policy is contained into language planning (Kaplan and Baldauf, 1997) and others argue that language policy is the one that contains language planning (Schiffman, 1996). However, in view of the fact that they both pursue the same goals “and because the two fields have, for all intents and purposes, coalesced into one” (Hornberger, 2006a in Johnson, 2013), they will be understood as a single concept throughout this document by being referred as Language Policies (LP).

Kaplan and Baldauf (1997) gave a definition of this term by saying that “a language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system” (p. xi). By this definition, the authors draw the idea of a regulation in terms of language, which has been previously planned, taken by an authority body. However, a language policy is not always previously planned and “do not need to be enacted by an authoritative body” (Johnson, 2013).

In addition, Tovar (1999) also provided a definition for language planning as those “deliberate actions of individuals, institutions or governments intending to change or maintain the status, manners of acquisition of languages or language varieties in certain groups”; that is, the intentions to impact the linguistic behaviors of a community by implementing different actions.

Moreover, Johnson (2013) offers another definition in which he integrates the ideas of other scholars who have also discussed about the term along its history in research, and its implications. He suggests that “a language policy is a policy mechanism that impacts the structure, function, use, or acquisition of language” (p. 9), which is in line with the previous idea presented from Tovar’s (1999) work. Nonetheless, the author complements his definition by describing four aspects which every language policy includes. Those aspects are: Official regulations, unofficial mechanisms, processes through policy creation, and policy texts and discourses.

According to this same author, official regulations are those tangible artifacts such as documents whose intention is to promulgate the linguistic changes to be obtained, which may also imply changes in economical, political and educational aspects. Additionally, unofficial mechanisms are those regulations of how language behaves inside a community that are determined by its members’ beliefs, values, ideologies and practices. Processes through policy creation refers to the focus that is given not only to the final outcome of the whole policy but to the processes of “interpretation, appropriation, and instantiation” (Johnson, 2013); that is, the analysis of the context and the policy procedural implementation. Finally, policy and text discourses refer to the use of the inherent ideologies of the target communities as a tool to create a discourse which may go across the contexts where the policy activity would take place.

Thus, based on the ideas presented above, and in order to provide a single concept which may serve as the reference for further discussion considering the purpose of this study, language planning and policy (LPP) will be understood throughout the document as

either one or a set of actions which have, as a result or consequence, changes in the behaviour of one or more languages, the way of acquisition or the role they/it play(s) inside of a community.

The previous concept definition leads us now towards the following stage which is the characterization of the term by means of the types of language planning and policies; therefore, allowing to broaden the spectrum of understanding and contributing to enrich the further conceptual discussion.

3.2.1.1 Types of Language Planning and Policies

Every language policy designed and implemented has an underlying structure of development (how), and a purpose (why). Those aspects will determine the types of language planning and policy in which it is classified. Authors such Cooper (1989) and Johnson (2013) have specified these distinctions and proposed the following types:

3.2.1.2 Types of language planning

On one side, Cooper (1989) distinguishes three types of language planning depending on their main purpose, which are:

Status. When it deals with the prestige or the role that a language is aimed to have inside of a community.

Corpus. When it intends to have an impact over the structural or functional planes of a language. i.e. grammar rules, mixed codes, etc.

Acquisition. When it attempts to make changes on the way a language is or will be learnt or acquired, usually by methodological reforms.

3.2.1.3 Types of language policies

On the other hand, Johnson (2013) proposes the types of language policies according to the ways in which they are conceived, aimed, designed and applied. Thus, they can be categorized by:

Genesis. Which refers to the way in which a language policy is originated and developed. Its distinction relies on *who* is in charge of that process:

Top-down emergence means that it is commonly beared by agents of a governing system.

Bottom-up genesis makes reference to the fact that it emerges from the target linguistic community.

Means and goals. Which refer to the intentions as well as the conditions under which a policy is developed or presented. In that case, it may be:

Overt refers to the public divulgation of the policy and its aims through documents and texts.

Covert refers to those non-public or non-official procedures towards the implementation of a language policy, usually with subversive intentions.

Documentation. Which has to do with the official status of a policy.

Explicit officially supported by written or spoken documentation.

Implicit regardless the existence or lack of formal archives.

In law and in practice. Which is used to connote whether a policy is based on laws or on what really happens in the context.

De jure is a policy which results in the way that is written and presented in official documents.

De facto is a policy that arises without or in spite of what is written in official documents.

In short, the types of language planning and policies are given by the purposes they are aimed to achieve, and their structural nature. For the purpose of this document, these definitions will contribute to the discussions about the macro-project's role at I.E Instituto Kennedy language policies, and enriched by other constructs such as bilingualism.

3.1.2 Bilingualism

Historically, bilingualism has been approached from several points of view without agreement in a single and stable definition. In 1935, Bloomfield referred to it as the “native-like control of two languages”, which implied not only a high linguistic proficiency, but also a deep cultural awareness of both languages. In contrast to this view, Macnamara (1969) defined bilingualism as the capability -no matter how minimum its level is- to communicative in two languages. In that sense, a bilingual individual would not have to be necessarily competent in all linguistic skills (reading, writing, listening, and speaking), nor in the same degree. From a different perspective, Grossjean (1982) conceives bilingualism as the ability “to use two languages in daily life, over regular

bases”, that is, being immersed in contexts which require the use of both languages. Thus, in order to establish a more conciliatory definition of such complex term and considering the purpose of this study, bilingualism will be understood as all varied developmental stages of linguistic skills in which a person may be placed, allowing him or her to interact in more than one language, and thus, in more than one culture or environment. It could also be characterized by the competence at both Basic Interpersonal Communicative Skills (BICS) and Cognitive-Academic Language Proficiency (CALP). In other words, bilingualism entails not only interacting in daily speech events, but also dealing with cognitive and academic processes.

The previous discussion constitutes a first notion to support the construction of an institutional bilingual profile, which is the main goal of the study in question. However, it is paramount to explore in detail the different categories related to the features bilingualism may present.

3.2.2.1 Types of bilingualism

The aforementioned categories are given according to some characteristics evidenced in bilingual individuals, which have been described by different authors, as it is the case of *manner of acquisition/learning process, fluency and proficiency balance* and *acquisition age*.

Bilingualism according to the manner of acquisition/learning process

In first place, Weinreich (1953) makes a distinction among three types of bilingualism based on the way in which the second or foreign language is learnt/acquired.

Subordinate Bilingualism. It refers to the case in which a language user has access the foreign or second language through his or her mother tongue; that is, recurring to translation mechanisms in order to understand and convey messages in the target language.

Coordinate Bilingualism. Different from the previous type of bilingualism, this one is attributed to those individuals who become users of both (mother tongue and foreign/second) languages of separate and particular contexts where each language is spoken, having as a result two different conceptual systems which may be used for similar or different functions.

Compound Bilingualism. In contrast to coordinate, compound bilingualism characterizes those individuals who have acquired/learnt their languages in the same context; consequently, their conceptual representations are mediated by the same semantic system, but they have two separate linguistic codes.

These three distinctions, which have to do with the storage and conceptualization of languages according to the way of acquisition/learning, lightens Hamer & Bla view, allowing us to continue exploring the previously mentioned categories that have been described regarding bilingual types. The following section discriminates the term bilingualism based on the correlation between fluency and proficiency of both the second/foreign language and the mother tongue.

Bilingualism according to fluency and proficiency developmental balance

Balanced bilingualism. According to Peal & Lambert (1962), a balanced bilingual is the one who has developed a “similar degree of proficiency and mastery in both languages”; that is, being able to use the two languages with almost the same functional abilities.

Dominant bilingualism. On the contrary, this type of bilingualism refers to the difference found in the proficiency levels of both languages, having as a result one language which is better developed or mastered than the other.

It is pertinent to mention that, among many other factors that can influence the balance of an individual's bilingualism, it is probably the age in which the bilingual process actually starts what impacts, at a large extent, the development of both languages in terms of proficiency and fluency. Therefore, the following category describes bilingualism according to the age of acquisition.

Bilingualism according to age of acquisition

In regards to the age in which the languages are acquired, bilingualism has been classified into two types: early bilingualism and late bilingualism (Beardmore, 1986).

Early bilingualism. An early bilingual is described as the one who has acquired

two languages before the age of 8 years (Beardsmore, 1986); thus, s/he is generally shown to have native-like control of both.

Late bilingualism. Conversely, late bilinguals are characterized by their exposure to a second language after the pre-adolescent stage of life. They also may be considered as non-native users of the L2.

In short, bilingualism can be classified according to the particular circumstances in which a second language is acquired or learnt by a person. As a result of the analysis of bilingualism, educational interests appear to give response to the specific linguistic needs found in diverse scenarios, moving the focus, thus, to bilingual education.

3.2.3 Bilingual Education

Parallel to the discussion of bilingualism, a lot of thought has been also given to bilingual education, a term which is sometimes misunderstood as the mere act of teaching a language besides the mother tongue of an individual. Historically, in America, bilingual education has suffered a series of transformations, passing from instruction in languages for religious conversion in the 16th century to the construction of different models to implement bilingual practices, nowadays. In recent years, debate about a single definition for bilingual education remains; nonetheless, several interpretations have been proposed. According to Stern (1972), in order to implement bilingual programs, bilingual education may be thought as “schooling provided fully or partly in the second language while, at the

same time, maintaining and developing their proficiency in the first language and fully guaranteeing their education development”. In the same line, the definition adopted by the National Swedish Board of Education (1973) indicates that the object of bilingual education is to provide students with simultaneous exposure to two languages with the purpose of achieving command in both of them. These views imply that the students’ need to have contact with their mother tongue and another language with the intention of being proficient in one and the other.

However, different views have emerged attempting to react to the particular demands of a given context. It is on the bases of this demands that the concept of bilingual ideology blooms and develops.

3.2.3.1 Bilingual Ideologies

The term “bilingual ideology” is understood as both the philosophical and political foundations an educational policy is grounded on. Such principles will determine the objectives of a bilingual curriculum as well as the pedagogical procedures to achieve them. García (2009) portrays monoglossia and heteroglossia as the prevalent bilingual education ideological frameworks.

Monoglossic ideology. From this perspective, bilingualism is treated as “double monolingualism”, that is, giving value to each of the languages according to standards and

policies (García, 2009). It occurs in very specific contexts where there is either minority or majority (or even both) language communities into the same learning environment.

Depending on each case, one of the following frameworks is applied:

Subtractive framework. It conceives bilingualism as a problematic issue to be solved by shifting from the L1 to the L2, supporting cultural assimilation and having monoculturalism as the main goal.

Additive framework. On the other hand, additive bilingual education seeks to maintain the mother tongue and sees the addition of second language as enrichment. However, biculturalism is only expected in the language minority.

So far, it has been admitted that bilingual educational policies and their ideologies correspond to specific contextual needs; however, it is essential to take into account the fact that the characteristics of those contexts are in constant change. It is in this regard that significant improvement has been attained, evolving from a reductionist perspective as monoglossia to a wider and more inclusive model as heteroglossia.

Heteroglossic ideology. In response to the complex particularities that multilingual and multicultural communities present, the heteroglossic aims at guaranteeing profound and global education. Under this light, bilingualism is considered to be a right, allowing language and cultural exchange in a coexistent environment. Depending on the case, one of

the following frameworks:

Recursive framework. It conceives bilingualism as a right and resource; therefore, it serves the purpose of revitalization of languages as well as the promotion of biculturalism.

Dynamic framework. On the other hand, dynamic bilingual education sees bilingualism as a resource and allows “the simultaneous coexistence of different languages in communication, accepts translanguaging, and support the development of multiple linguistic identities”.

The preceding contrast between monoglossic and heteroglossic ideologies leads to further exploration on bilingual education and the different forms it has in practical realization.

3.2.3.2 Types of bilingual education

Based on the aforementioned ideologies, multiple educational programs have been developed in an attempt to achieve the outcomes and the goals sought by a determined language policy. In a review carried out by Roberts (1995), the author presents three main models for bilingual education programs: *transitional*, *two-way*, and *immersion programs*.

Transitional program. By providing a temporary support in the L1 while learning the L2, this type of education seeks to obtain a gradual move from one language to the

other (from L1 to L2). At the beginning of the process, students take content subjects in their mother tongue as well as English as a second language, and probably another subject which require little language proficiency (music, arts, etc.) in order to meet English speaking learners (Roberts, 1995). As the second language learning process advances, less attention is given to the student's L1 until the linguistic transition is completed.

Two-way program. In contrast to the transitional model, the main goal of this kind of educational program is to maintain students' L1 but at the same time to add a second language. For this purpose, learners take ESL courses as well as L1 subjects during the first stages of the process, but at the end, the intention is to receive all contents in both languages. To achieve this, students may be exposed to one language in morning classes and to the other in afternoon classes. Another way is to divide languages by subject-matters, having a language for some subjects and the other for different subjects.

Immersion program. The term immersion gained relevance during the 1960s in Canada as a way to refer to “innovative programs in which the French language was used as a medium of instruction for elementary school students whose home language was English” (Cummins, 1998). That is, avoiding the use of L1 to foster a better development of the L2. According to Johnson and Swain (1997), there is not a real innovation in this type of language learning by means of L2, as it has been the predilect tendency throughout the history of language teaching. Nonetheless, they also define eight features which

characterize an immersion program, making it different from other models:

1. The L2 is a medium of instruction.
2. The immersion curriculum parallels the local L1 curriculum.
3. Overt support exists for the L1.
4. The program aims for additive bilingualism.
5. Exposure to the L2 is largely confined to the classroom.
6. Students enter with similar (and limited) levels of L2 proficiency.
7. The teachers are bilingual.
8. The classroom culture is that of the local L1 community.

The description of these models have widened the perception towards the concept of Bilingual education; however, it is necessary to state a more integral definition regarding the aim of this study. Therefore, throughout this document, bilingual education would be understood as the interaction of two languages, which is regulated by the various set of linguistic ideologies and policies, to respond to the particular characteristics of a community or an institution.

In conclusion, language planning and policies, bilingualism and bilingual education,

as the main constructs that support the present study, can be analysed from several perspectives; nonetheless, the applicability of them for our purpose may vary because of the particularity of target population of the study. Hence, thorough adaptation of theory will be essential so that the final goal, which is the characterization of the language policies implemented at Instituto Kennedy, is achieved, and the expected impact, which consists in serving as input for the implementation of a curriculum innovation in that institution, is met.

3.2 Literature review

This section of the chapter will provide an overview of four research studies which have served as a landmark for the purpose of this paper. As a transversal axe, the four studies aimed to characterize, at different degrees, the language policies which were evidenced in diverse educational contexts in Colombia, particularly in the area of English language teaching, with the intention of potentiating such pedagogical practices. The studies present both differences and commonalities. Regarding the former, their population and methodological focuses will be addressed. Subsequently, in terms of similarities, their findings about perceptions towards the English language teaching and learning processes, and the pedagogical resources which the institutions counted on will be described.

In the study *Needs Analysis and General English Language* carried out by Khansir (2014), the author attempted to “identify difficulties or problems of the general English of

Iranian students regarding to the skills of English Language”. The population addressed was a group of 40 English language teachers (19 with PhD studies and 21 with M.A studies) from universities in the city of Bushehr. For his purpose, the researcher took advantage of two questionnaires as instruments for data collection. These data were later analyzed through a statistical computer-software. The major research findings were, in first place, that listening and speaking skills have the lowest performance among English learners; also, most teachers found acceptable the English syllabus as a help for improving learners’ English language skills. In addition, it was found that according to the teachers, the best ways of studying for improving English language skills were pair work, homework, and listening to recordings. Finally, it was found that only 25% of teachers strongly believed that knowing English is crucial for learners at present, followed by 45% of teachers who agreed with the idea, 20% who found it tolerable, 5% who disagreed, and 5% who strongly disagreed.

From another perspective, *A Diagnosis of English Language Teaching in Public Elementary Schools in Pasto, Colombia*, carried out by Bastidas and Muñoz (2011) presented noteworthy outcomes in regard to language policy evidenced in its context of study. This paper attempted five objectives: to identify what theories, methods and procedures were commonly used among school teachers; to analyze the structures of course design in English curriculum; to describe teachers’ qualifications; to analyze “the need for teacher development”; and finally, to determine the most critical problems among the facilitators and learners’ practices in teaching-learning processes. To achieve their purpose, the researchers selected 18 out of 27 primary schools that teach English as part of their

curriculum, in order to cover all the geographical areas of the city of Pasto. From this schools, there were 34 primary school teachers who represented 40.96% of the overall amount of English teachers and who were selected for the study. As part of the methodological design, the study was based on both quantitative and qualitative types of research, which include classroom observation, interviews, a questionnaire and field notes as instruments for gathering data. Then data were analyzed through the use of descriptive statistics and percentages.

In terms of findings, the most remarkable are those which reflect the methods, theories and procedures used by most teachers, as well as curricular structures of schools and the critical problems faced by teachers and learners. In first place, it was found that 94% of teachers did not know or did not use any particular theory to explain learning processes. Moreover, the methods which were mostly used by teachers were Audio Lingual method with 12%, Communicative method with 15%, Inductive method with 17%, and Eclectic method with 17%. Some teachers mentioned various methods representing 15%, and 29% did not answer the question. Furthermore, in regard to syllabus constructions it was found that 20% of the teachers said it was based on textbooks, 20% said it was based on their experience, 18% said it was based on their own materials, and 42% mentioned other options. Finally, some of the most critical problems found were that according to the questionnaire, 50% of teachers consider that they were not well-prepared to teach in elementary schools; 35% said that there was no didactic material to support English classes, and 35% mentioned the lack of motivation students have towards English language learning

(exceeding 100% because teachers mentioned more than one problem in the questionnaires).

In addition to the aforementioned researches, it is pertinent to consider the outcomes provided by Dávila (2012) in her exploratory study *Capital Lingüístico en Inglés y Desigualdad de Oportunidades Educativas: Exploración en dos Colegios Oficiales de Bogotá*, which focused on general institutional dynamics and resources, learning-teaching processes, and the teachers' and directives' perceptions towards English. The target population of this research was two public high schools which were labelled as institution A and B, which according to the ICFES record, had "medium" and "very superior" level in English, respectively. The methodology for data collection was mixed, implementing interviews and questionnaires as the main instruments. The findings indicated that the schools were significantly contrastive. First, in terms of institutional dynamics, institute B was shown to have articulated goals for all academic and administrative stuff while school A had no institutional cohesion. Secondly, regarding the conditions and use of materials, it was evidenced that B had 70% more benefits than A; however, none of the institutions utilised them optimally. In third place, concerning the teachers' pedagogical practices, it was demonstrated that in high school B most of the English classes were taught in the L2 whereas in A the prevalent language inside the classroom was Spanish. Such practices influenced on learners' motivation, resulting in A having lower levels than B. Finally, in terms of the academic community's perception towards English, the study revealed that in institution A the teachers believed that the main reason of academic failure, specifically in English, was students' lack of intrinsic motivation and autonomy. In contrast, the

coordinators considered that it was due to the parents' lack of commitment with their children's education process. On the other hand, school B demonstrated that all members of the academic center had a broader view of the responsibility they shared in their educational context and that is why they were allowed to continuously improve their teaching-learning practices.

Another study with similar characteristics is *The State of Art of Language Teaching in Pueblo Rico*, Colombia, carried out by Arroyave and Puerta (2013) which was concerned with class methodologies, institutional resources, teachers' academic background, and students' perceptions towards English language teaching/learning observed in official high schools in Pueblo Rico, Risaralda in Colombia. The target population of this inquiry was the academic community of such institutions; that is to say, the in-service EFL teachers, the secondary students (from 6h to 11th grade), as well as the academic coordinators. The methodology employed by the researchers was qualitative, incorporating questionnaires, observations and interviews as the instruments of data collection. The study outcomes indicated that the predominant teaching method was learner-centered, with a mixture of audio lingual and reading approach. Regarding the role of the L1 inside the English classroom, it was observed that the teachers generally used it to explain linguistic input, to give instructions, to correct learners' mistakes, and to deal with misbehavioral issues. It was also evidenced that students tended to translate the content into Spanish. Moreover, they employed the L2 exclusively in class time, except for a few cases in which they used it for personal purposes like listening to music in English at home. Another paramount finding was the lack of students' intrinsic motivation towards English language learning since they

only saw it as an academic requirement. Additionally, the data analysis revealed that, in terms of institutional resources, all high schools lacked didactic supportive materials to conduct the English classes. Finally, the use of MEN curriculum standards was confirmed, but there were fulfilled in low levels.

After considering the aforementioned insights, it is worth to comment that analysis of needs play a crucial role in for the improvement of English teaching and learning processes. Despite the differences the cited studies present in terms of findings, they are all interrelated with the present research as they are all committed to explore language policies at different levels of specificity. Additionally, it can be noticed that their importance relies on the fact that they provide the basis for further research and decision-making that would eventually lead to a desired impact. As is it the case of the present study whose final objective is to construct a descriptive analysis of the bilingual profile of the IE Instituto Kennedy, Pereira, to contribute to the design and implementation of language policy to foster bilingual teaching in public education.

4. METHODOLOGY

This section aims to describe the information about to how the current study was structured and conducted by presenting the type of research and study used, the context and setting in which it was carried out and the participants involved. Also, the researchers' roles, data collection instruments and methods, and they way data was analysed will be explored. Finally, the ethical considerations taken into account for a professional management of the information will be described as well.

4.1 Type of research and study

This study was qualitatively oriented since, as stated by Merriam (2009), it aimed to comprehend the meaning constructed by a determinate group of people and the sense given to their world experiences. Also, the author highlights four features that characterize this type of research by saying that “the focus is on process, understanding and meaning; the researcher is the primary instrument of data collection and analysis; the process is inductive; and the product is richly descriptive”. Regarding this view, the nature of this study is aligned with the author's definition, taking into account that its purpose was to describe the language policy implemented at the institution, including the perceptions of the participants towards such policy.

Moreover, it is pertinent to mention that this research corresponded to a descriptive type of study since it was particularly in charge of describing and discussing the

characteristics of the target institution's language policy, so that its needs can be recognized and addressed through the further stages of the macro project. Likewise, Knupfer & McLellan's (1996) state that descriptive studies aim particularly to answer *what is* type of questions such as *what is the teachers'/students' perception towards English language teaching/learning?*. Hence, the nature of this type of studies corresponds to the purpose of the present research.

4.2 Context and Setting

The present research study was conducted at Kennedy Institution, an official high school located in a sector that bears the same name and belongs to a middle socio-economic class. It is directly dependent on the secretary of education of Pereira, and attends boys and girls from nearby communities such as *Corocito, Berlín, Alfonso López, Tokio* and *Villa Santana*. Those communities present particular social characteristics such as displacement cases and Afro-Colombian settlements. Kennedy institute has different schedules: morning, afternoon, and evening hours as well as sabbatine schedules. Moreover, its infrastructure attempts to respond to the needs of its population with two computer rooms with internet access, natural sciences laboratories, a library, an auditorium with capacity for 400 people, 28 classrooms distributed in four levels with their respective restrooms, a cafeteria, a photocopy center and students' welfare.

4.3 Participants

4.3.1 Sample population

Instituto Kennedy has 83 teachers, from which 37 belong to elementary schooling, for all its educational levels including both morning and afternoon time schedules. The quantity of students is approximately 2500 from transition to eleventh grade, and they are divided as follows: 1724 students in secondary education and 776 students in primary school approximately. For the purpose of this study, a non-probabilistic method served for the selection of four participants by means of a convenience sampling, which is in line with Merriam's (2009) model. Such model suggests that this type of sampling is based on the researcher criterion to choose the participants that are considered to be the most useful for the purpose of the study. The selected participants were: the institution's principal, the academic coordinator, and the school's English area coordinator.

4.4 Researchers' Role

In this study, two researchers were involved in its design and implementation. Their role was the one of observers as participants since they were immersed in the study setting; however, they did not take part on any of the activities proposed and developed by the target population. This is aligned with Merriam's (2009) statement of "observing as unobtrusively as possible, engaging in the setting to some extent but usually only for short periods of time or perhaps just once". For this reason, the researchers were immersed in the target context, but exclusively as observers and information gatherers.

4.5 Data collection methods

In order to achieve the purpose posed in this study, it was necessary to take advantage of different instruments which allowed the researchers to obtain the information required. The instruments selected to fulfil this task were: a documentary analysis format, and three different semi-structured interviews.

4.5.1 Documentary Analysis Format

This procedure consists of extracting information from records originally created for purposes other than research. According to Corbin and Strauss (2008) (as cited in Bowen, 2009) documentary analysis requires data examination and interpretation “to elicit meaning, gain understanding, and develop empirical knowledge”. In view of this statement, five primary institutional documents were collected in order to inquire about their relation with the language policies stipulated by the Colombian Ministry of Education as well as to explore institutional-designed initiatives. These archives were: *Proyecto Educativo Institucional (P.E.I) 2012-2017*, *Plan de Área de Humanidades: Inglés 2017*, *Convenio Marco entre la Universidad Tecnológica de Pereira y la I.E Instituto Kennedy*, *Manual de Convivencia & Sistema Institucional de Evaluación 2016-2019*, and a classroom project proposal named: *Enseñando y aprendiendo la lengua inglesa desde una metodología lúdica, a través de la música*. The analysis of those records was mediated by a digital format¹ specifically created for such purpose.

¹ See appendix 1

4.5.2 Semi-structured Interviews

According to Hancock, Ocklemore & Windridge (2009), these type of interviews “involve a number of open ended questions based on the topic areas that the researcher wants to cover”. In addition, the “interviewer also has the freedom to probe the interviewee to elaborate on an original response or to follow a line of inquiry introduced by the interviewee”. That is, using not only structured questions according to previewed items guided by the research purpose, but also spontaneous questions that the researchers may find appropriate to enrich the required information. In that way, one different semi-structured interview was administered to each participant seeking to obtain information, among other things, about the institution’s strategies, resources and alliances to promote English language processes as well as the perceptions that exist among the participants regarding the implementation of English language policies at the institution.

4.6 Data Analysis

The data analysis of this project was based on the Grounded Theory method developed by Glaser and Strauss (1967), which consists in categorizing the information with labels after the collection of data is completed. The authors also established some stages which guide the data classification which are “comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory”. In this way, the data would be systematically organized following those steps for their subsequent analysis and discussion.

For this study, five institutional documents were provided by the administrative directives of the institution. Such archives were assigned the following labels respectively, ID_01_PEI, ID_02_PA, ID_03_CM, ID_04_MC, and ID_05_CP. Each of those labels integrates three different information fragments which can be illustrated as follows: ID stands for Institutional Document; 01 corresponds to the number of the document; and the last letters represent the initial letters of each document.

As mentioned in the documentary analysis instrument section, a format was created for accessing the institutional documents. This format was developed and implemented through different stages. First, some formats were taken as a point of reference and then adapted to meet the needs of this study. Subsequently, the first version of the format was validated by an advisor, who provided some suggestions for improving its design. Thus, some modifications took place to give, as a result, the final version of the instrument. Then, the format was applied to all five institutional documents in a digital form which allowed to have the raw data ready to be condensed, and finally, with the information obtained from accessing the documents, a written report was built.

In a second instance, an interview protocol² was administered to the three participants of the study. In order to facilitate the data analysis, these procedures were audio-recorded and subsequently transcribed. Lastly, the condensed data were assigned the following labels: IN_01_P1, IN_01_P2, IN_01_P3. Each label comprises three elements that can be exemplified as follows: in the label IN_01_P1, IN stands for the interview

² See appendix 2

instrument, 01 represents the number of the interview, and P1 stands for participant number one.

After assigning the labels to the institutional documents and the already transcribed interviews, a parallel comparison process between the different instruments was carried out in order to analyze and group similar information. Then, such information groups were given names according to the similarities that each topic shared; that is, they were converted into categories. Additionally, the theory contained into these categories was delimited, excluding irrelevant information for the study. Finally, based on the data obtained from such categories, they were written as evidence and discussed taking into account the perspective of different authors in the field.

4.7 Ethical Considerations

In order to conduct the present research in such a way that the information collected is treated professionally and participants' rights are guaranteed, the following considerations were taken into account: first, the target population was informed in advance about the research purpose, the data collection instruments and their aims, and the tentative time frame for the study. Also, the participants were notified about the voluntary and anonymous nature of their contributions. This agreement was delivered explicitly through a formal letter ³ in which participants provided their consent.

³ See appendix 3

5. FINDINGS

This section aims at reporting the results obtained from the data analysis, pursuing to answer the research question. Such results will be presented in three main categories: first, the characteristics of the national English language policy within the institution; then, the institutional strategies implemented for the promotion of English language; and finally, the participants' perceptions towards the national and institutional strategies for English language promotion. Each of these categories will be described in detail, supported with evidences, contrasted to theory, and discussed.

5.1 Characteristics of the National English Language Policy within the Institution

As one of the research specific objectives is to classify the language policies as national or institutional, this category seeks to present the findings regarding the former. In this sense, institutional focalization, the role of national guidelines in the institution's curricular design, and teachers' qualifications are the sub-categories to be presented throughout this section.

5.1.1. Lack of Institutional Focalization by the *Colombia Bilingüe* Program

The *Colombia Bilingüe* Program, as part of the Ministry of education's plan to promote bilingualism in the country, has been implementing an English language policy known as *Focalization*, which consists on the implementation of an accompaniment and evaluation scheme in focal-point public high schools with the intention of improving the

institutions' quality of standards. This action plan is divided into three core strategic lines: first, the contribution of English native speakers as co-teachers in the target communities; in second place, the distribution of pedagogical material to support teaching and learning processes in elementary and secondary schooling; and lastly, the promotion of teachers' professional development in the ELT field. The selection criteria for the institutions to be benefited from this policy, according to the news article "200 extranjeros comienzan a dar clases de inglés en colegios públicos" (2015), relays on their level of commercial competitiveness, their labor demand and call-centers vacancy as well as their strategic location as free-trade or touristic regions. However, it is pertinent to highlight the fact that each secretary of education works in a decentralized way. That is to say, each of them has the autonomy to make their own educational management decisions in the municipalities. In addition, the criteria for the focalization of institutions are defined by each of them. In other words, the focalization criteria can differ from one secretary of education to another. In that sense, the reasons for an institution located in Pereira to be focalized may be different from those of an institution located in the municipality of Dosquebradas, for instance, to be also part of the strategy.

With this in mind, it is worthwhile to state that the target institution of this research is not into the secretary of education's criteria to be part of this national language policy. In the following two data excerpts, the principal of the institution and the coordinator of the English area give account of this lack of focalization, respectively:

IN_01_P1_L13-L16

En cuanto al área de inglés con relación a los programas de la Alcaldía y

programas del Ministerio, la institución educativa no está focalizada porque son programas que tienen una cobertura mínima y vienen con nombre propio las instituciones que se focalizan allí en esos programas.

IN_01_P2_L173-L184

Sé que hay instituciones a nivel municipal que sí están vinculados con esto de los nativos en inglés que vienen unos docentes, hacen un intercambio, pero al Kennedy no le ha llegado esa oportunidad y es muy focalizado, involucran solo 15, 20 instituciones y las demás quedan por fuera.

In these data excerpts two main points are noted: first, it is confirmed the fact that the school is not part of the focalized institutions; second, the participants coincide on the reduced opportunities to be part of this policy. Therefore, it is pertinent to mention the foremost implication it has for the institution, which are the limited access to benefits like the contribution of native speakers as co-teachers, and thus, the restricted opportunities to be periodically monitored from national educational authorities in order to opportunely address the institution's needs.

All this considered, it can be interpreted that the narrow scope of the national action plan implemented so far, despite its attempt to impact the academic community's linguistic behaviour, results in a substantial gap between focalized and non-focalized institutions in terms of the means through which the proposed English standards are accomplished. In

other words, even though both focalized and non-focalized institutions pursue the same goals, the latter ones have to appeal to alternative paths to face their English learning and teaching needs.

In Kennedy's particular context, this can be discussed according to Johnson's (2013) view of a language policy according to its in-law and in-practice development, which are conceptualized as *de jure* and *de facto* types of policy: the former, understood as the actions resulting from what is written on formal documents is linked to the *Colombia Bilingüe* principles as an official policy; the latter, understood as the actions that emerge despite the official policy, corresponds in this case to the institution's own initiative.

In that sense, in spite of all its limitations, Kennedy High School promotes the implementation of a parallel action plan in view of the fact that it takes advantage of the available resources for its own English teaching and learning practices. For instance, the *English, Please!* textbooks, a product of the *Colombia Bilingüe*, are adapted by the English coordination area as follows: the coursebook number 1, 2 and 3, which originally correspond to 9th, 10th, and 11th grade, were adjusted to support the English learning and teaching processes in 6th-7th, 8th-9th, and 10th-11th, respectively. This information can be evidenced in the following sub-finding (5.1.2).

So far, it has been discussed the implications that the lack of focalization has for the Kennedy institution and how they attempt to tackle their limitations through alternative actions. In view of this, it is now pertinent to direct the focus of attention to the Institution's actions in order to explore other characteristics of the national policy that can be evidenced in the school and presented throughout the following two sub-findings.

5.1.2. The Role of National English Guidelines in the Institution's Curricular Design

Besides the *Colombia Bilingüe*'s focalization strategy, several guidelines have also been released and distributed by the Ministry of education in order to facilitate the development of the national English objectives. Resources such as the Suggested Curriculum, the Basic Learning Rights (BLR's) and the English Standards (*Guía 22*) are part of this contribution and serve as supportive tools to structure curricular designs in elementary and secondary educational levels.

In this regard, the target institution takes advantage of some these tools. Specifically, it uses the BLR's and the English standards to make adaptations for curricular design, in secondary level, in particular, as it can be noticed in the following pieces of evidence taken from the institution directors' interview:

IN_01_P1_L223-L227

desde el Ministerio [...] ya están establecidos unos estándares de competencias y unos derechos básicos de aprendizaje en el área de inglés. Entonces, eso es lo básico para la programación, para los planes curriculares que el colegio tiene en cuenta. El colegio hace una adaptación.

In this evidence, it is mentioned that the institution uses the English standards and the basic learning rights as the main guidelines for curricular planning and, based on them, the institution makes adaptations according to their contextual needs. The

information regarding the English standards is corroborated in the following excerpt taken from the documentary analysis report:

DA_Report_L40-L43

the Plan de Área de Humanidades makes reference and is grounded on the English language standards set by the ministry of education in the guide 22. Some of the competences and conceptual definitions are taken from such document. Additionally, it provides specific information about how English language processes are planned.

Based on that description about the main features of the *Plan de Área de Humanidades: Inglés 2017* (ID_02_PA) found on the documentary analysis report, the national standards (guide 22) represent the foundations, regarding concepts and competences, for this institutional document. Additionally, as it is mentioned in the excerpt, the *Plan de Área* contains information about the English language planning process. Consequently, it implies that the institution adapts the national guidelines to make decisions about its English language curricular design. Such implication can be confirmed when comparing one learning indicator designed by the institution to the specific standards stated in the Guide 22.

To illustrate this, one of the learning indicators adapted from such guide for sixth grade says as follows:

DA_Report_L68

Reconocer los sonidos del alfabeto y deletrear palabras en inglés

When compared to the guide 22, such learning indicator does coincide with one of the specific standards established for 4th and 5th grades, in the monologue skill, regarding learners' ability to spell out familiar words, as “deletreo palabras (en inglés) que me son conocidas”. (Ministerio de Educación Nacional, 2006).

In view of this, the previous information gives account of the inclusion of the national policy, particularly the national standards, to build the English curricular structure of the institution. These standards, however, are not the only guidelines used for such purpose, as it was observed that the institution uses the Basic Learning Rights, another document from the official policy, to plan their class procedures. This was expressed by the English area coordinator, as follows:

IN_01_P3_L179-L182

una de las cosas es los derechos básicos de aprendizaje, entonces, tenemos en cuenta eso para que el niño haga pequeños diálogos, pequeñas construcciones, todas esas cosas. Con eso planeamos precisamente desde comienzo de año, y con lo del libro del ministerio de educación que es el English, Please!

Here, it is emphasised the role that this national document plays on the English area at Kennedy institution since it is also considered to be the basis of their formal curricular process altogether with the materials available, as it is the case of the English, please! textbook. Additionally, as a matter of example, the participant mentions that BLR's are taken into account for the design of learning objectives through specific communicative tasks. This evidences how decisions are made based on these national guidelines.

Then, as it is observed according to the participants' contributions, both the national standards and the BLR's are essential to the design of the objectives which comprise the English curricular path to be followed. In other words, such guidelines represent the structural foundations of how English language is taught in the institution.

Viewed from Johnson's (2013) perspective, the aforementioned information reflects the presence of a *top-down* type of language policy inside the institution. Such type of policy refers to the actions that have emerged in governmental bodies and are adopted by target communities. Thus, since these actions are appreciated with the integration of the national English standards and the BLR's into Kennedy's institution curricular planning, they can be classified as *top-down*.

In the same line, as this policy emerged from a governmental body, it is implied that such policy is expressed in official documents. For that reason, it can also be given the classification of an *explicit* type of language policy which is described, also by

Johnson (2013), as the official status that a language policy has on the grounds that it has a public character expressed through formal documents.

Now, to explore in depth the characteristics of the national English language policy evidenced in the institutional, it is necessary to draw the attention towards the following sub-finding regarding teachers' qualification.

5.1.3. Teachers Qualification in the English Academic Area of the Institution

In order to improve English teachers' practices, their level of communicative competence as well as their expertise in regard to the appropriation of national standards, Colombia Bilingüe proposes its third line of strategic action with a dual focus. On the one hand, it promotes the professional development of English teachers' through language immersion programs; and on the other hand, it provides training on the use of materials such as the suggested curriculum, and Way to go and English, please! textbooks (Programa Colombia Bilingüe, 2017).

However, it is pertinent to highlight that this policy is limited for Instituto Kennedy due to its lack of focalization. This is illustrated in the following fragment from the school director's interview:

IN_01_P1_L27-L30

Lo que de tiempo atrás se da son capacitaciones a los docentes, y en eso sí hemos

participado, sobre didáctica del inglés más que todo. Algunos de nuestros docentes de inglés han participado, tiempo atrás, en diferentes momentos de su carrera docente.

In these lines, the participant affirms that the English teachers of the institution have been part of language teaching trainings at different times of their professional career. Such information was confirmed and expanded during the interview with the English area coordinator, as it can be evidenced in the following excerpt:

IN_01_P3_L461-L465

Entonces, en inglés, póngale hace como unos diez años hubo hasta ahí capacitaciones, de pronto lo de unas inmersiones que hubo en San Andrés, a mí me tocó una de esas, una compañera fue a una inmersión por allí en Armenia, pero estoy hablando de hace mucho tiempo. Luego no volvimos a tener capacitaciones.

Additionally to English language training, other types of stimuli like immersion experiences are confirmed in the previous lines. Based on that, it is clear that the accompaniment received by the institution in terms of national strategies is not frequent. However, it was noticed that some teachers take advantage of alternative ways for self-promoting their professional development, as noticed in the following fragment taken from the institution's academic coordinator interview:

La capacitación que se da a nivel municipal ha sido escasa, la hay en cuanto [...] a lo que se pretende con todo lo de bilingüismo, pero no es muy continua. Los docentes son muy inquietos [...] hay algunos que hacen su interacción con esto de las nuevas plataformas que trabajan inglés, los cursos que ofrecen en línea, otros pagan cursos en el Colombo y así sucesivamente pero no porque haya una oferta a nivel de política del Estado, no.

In this piece of evidence, it is necessary to remark the fact that, in spite of the teachers' restricted access to professional development opportunities, an underlying action is observed due to the initiatives of some teachers to autonomously progress in their English competence. Thus, in view of the of absence of a constant national support, and considering the fact that some teachers take advantage of alternative resources to grow professionally, it can be noticed that there is a difference between the actions pursued by the focalization strategy and the reality experienced inside the institution. As a result, a suitable interpretation is, again, the existence of some *de facto* actions in contrast to a *de jure* policy which are associated to individual and national efforts, respectively (Johnson, 2013). It is important to highlight the fact that those *de jure* actions are assumed as actions; they cannot be labelled as a policy in view of the fact that they are not a systematized nor they are institutional strategies.

Throughout the previous discussion, it was noticed that despite the lack of continuous incentives for teachers' professional development coming from the national policy, some of them use other strategies to face that limitation. In that sense, it showed a contrast between the intention of the national language policy and the contextual reality of the institution on the grounds of its efforts, which were interpreted as *de facto*.

Generally speaking, the lack of focalization by the Colombia Bilingüe Program, the role of national English guidelines for the institution's curricular design, and teachers' qualification opportunities show that despite its limited action scope, it can be concluded that there is a national language policy present in the institution.

In this regard, considering that the language policy has a national character, two aspects can be implied: in first place, that it is designed and implemented by governmental bodies; and second, that as it comes from an organ of the government, it has an official character. In that sense, according to Johnson's (2013) classification for language policies, it can be stated that this national policy corresponds to both *top-down* and *explicit* types since it is "beared by agents of a governing system" and "officially supported by written documentation", respectively.

Moreover, it is pertinent to remark that this national language policy intends to promote the English language teaching and learning processes; that is, it pursues the standardized aim of learning a language. From that point of view, it is aligned to Cooper's (1989) classification of policies according to their purposes; particularly, it can be classified

as an acquisition type of language policy since “it attempts to make changes on the way a language is or will be learnt or acquired, usually by methodological reforms”.

Furthermore, considering that such English language acquisition policy is given within the same context that the community’s native language which is Spanish, it is important to emphasise the fact that a *compound bilingualism* is being developed, as suggested by Weinreich (1953), since it refers to “those individuals who have acquired/learnt their languages in the same context; consequently, their conceptual representations are mediated by the same semantic system, but they have two separate linguistic codes”.

Lastly, considering that the national policy promotes the learning of English as a second language as a means of fulfilling social demands, and, at the same time, preserving students’ native language. This reflects two aspects discussed by García (2009) in regard to language ideologies: first, that this institutional language view corresponds to a monoglossic ideology as “it gives value to each of the languages according to standards and policies”; and second, that it corresponds to an *additive framework* of bilingual education on the grounds that it “seeks to maintain the mother tongue and sees the addition of second language as enrichment”.

In short, based on all the previous discussion, it can be stated that the National English language policy is profiled as an explicit top-down acquisition language policy, and grounded on a monoglossic ideology within an additive framework, which develops a compound bilingualism.

However, it can be reiterated that despite the presence of this national language policy in the institution, its scope of action is limited in view of the lack of both the focalization strategy and teachers' qualification opportunities.

It is now pertinent to address those specific actions carried out by the institution to promote a dynamic English language environment, which have been condensed in an independent category of the findings chapter and that will be developed in the subsequent section.

5.2 Institutional Strategies to Promote English Language Teaching and Learning Processes

In terms of institutional strategies for the promotion of English language, four main categories were evidenced. In the first place, it was noticed that the institution uses visual aids such as bilingual locational signage and posters seeking the promotion of peripheral English learning. Secondly, it was observed that the institution, by means of cross-curricular projects, carries out two main activities: a classroom project that promotes English language teaching and learning through music, and a cultural event in which the use of English is the main purpose for the development of students' artistic talents. Moreover, it was found that an agreement between the school and Universidad Tecnológica de Pereira serves the purpose of strengthening the pedagogical English processes in all educational levels inside the institution. Finally, it was also noticed that the institution takes

advantage of the human, and technological resources available to supply the needs of English language teaching and learning processes.

5.2.1 Peripheral Learning Strategies for English language promotion

Among the strategies to promote English inside the institution, it was found that two types of visual aids are implemented as an attempt to produce a peripheral learning on students and staff members of the school. Thus, in this section, the implementation of those two types of visual aids will be described and discussed in more detail. First, bilingual signage will be addressed; then, the focus will be on the English posters strategy.

5.2.1.1 Bilingual Signage

In regard to this strategy, the institution takes advantage of a set of locational aids to promote peripheral learning in a visual way. That is, by being exposed to this signage resources displayed in the institutional environment, the academic community is expected to implicitly grasp the meaning in the target language.

In the following interview fragment, the school's director describes the aforementioned information:

IN_01_P1_L74-L76

Exactamente la señalización en inglés no está [...] (en) la totalidad de la planta física pero sí (existe) mucha señalización en inglés con el propósito de que los chicos a través también de la visualización vayan aprendiendo.

(En cuanto a) la señalización, por ejemplo, todo [...] el sector administrativo [...] tiene su aviso. (En) las aulas sí solo dice “aula número tal”.

In this way, the participant confirms that the purpose of this type of actions is to generate implicit learning by being exposed to these resources. It is also mentioned that the bilingual signage is not present in the whole institution. Additionally, the director clarifies that the signage is located only in the administrative area, and the rest of institution's zones are not covered, which implies that the strategy is not fully developed even though it has a straightforward purpose. However, it is important to highlight two aspects: first, that despite not being fully developed, the use of this strategy reflects that the institution makes an effort for using their own resources with the intention of promoting English language inside their community. Second, that this bilingual signage is not the only visual resource implemented by the institution.

Besides this effort, the school counts on another strategy to promote an English environment through visual aids. Therefore, in order to explore such action, it is pertinent to address the focus to the next sub-finding, which describes English language promotion actions through the use of posters. The implementation of this strategy will be described in depth throughout the following section.

5.2.1.2 English Posters

The second type of visual strategies implemented at Instituto Kennedy has to do with the utilization of posters with content in English to promote peripheral learning as well as intercultural awareness among its academic community. This strategy is agreed, planned, and developed by the three teachers who are members of the English area. In addition, it was evidenced that these posters to be presented are distributed throughout the whole academic year. This information will be explained in more detail throughout the section.

The following school's director interview excerpt allows to observe a general picture of the implementation of English posters at the institution:

IN_01_P1_L112-L114

Al interior del aula de clase hay una cartelera [...] donde ellos pueden colocar todo lo que ellos quieran y tengo entendido que (el área de) inglés la utiliza mucho para avisos, para rótulos en inglés.

In this piece of interview, the school's director mentions that the English teachers take advantage of posters displayed inside the classrooms for purposes such as presenting information. This comment suggests the existence of an effort that is made by the English area to produce certain impact on students through the use of visual resources. Indeed, the director's words can be corroborated and understood in more detail through the following excerpt of the English area coordinator's interview:

Nosotros como área ya tenemos cosas definidas [...] por ejemplo [...] hay que hacer una cartelera cada mes de acuerdo como a una fecha especial. Entonces, nos repartimos, a fulano le toca esta fecha a zutano ésta y así, y repetimos. Nos tocan más o menos de a dos o tres carteleras [...] en inglés [...]. Entonces, siempre va a estar como en inglés algún mensaje o para que recuerden esa fecha o simplemente una imagen o algo así.

Here, the English area coordinator confirms the existence of the aforementioned effort by expressing that the area is in charge of developing a series of posters, periodically, according to particular cultural events. Additionally, she describes that in an agreement, the members of the area distribute equally, among themselves, the total amount of posters established for the whole academic year. In that sense, students are constantly exposed to different posters with information about special dates throughout the school's calendar.

Based on all this information, four interpretations can be stated. First, it is evidenced that the kind of content presented in the posters is related to special dates. This implies that teachers take advantage of social events to make students aware of cultural happenings, in English. In other words, English posters are used to promote cultural awareness on students.

Second, the fact that there are several posters presented during the year with different contents entails that it is a constantly changing action; that is to say, it reflects a

dynamic strategy that provides students with several opportunities to be exposed to English language.

Third, as this initiative is previously defined by the English area and posters' design is distributed among teachers for the academic year, it suggests that it is an organized strategy as it evidences planning in advance.

Last, even though there is no evidence of support provided by national authorities for these purposes, the institution has implemented these visual strategies autonomously, taking advantage of the limited resources they have available.

However, despite being planned with anticipation, it is pertinent to highlight that the poster strategy is not recorded or documented in any official nor institutional document. Likewise, it was evidenced that the bilingual signage strategy presented in the previous section is not registered in any institutional document either. Therefore, although both bilingual signage and posters demonstrate a clear purpose to produce peripheral learning on students, neither of them has an official status inside the institution.

Johnson (2013) distinguishes two kinds of language policies according to the official status it presents: explicit and implicit. The former refers to those actions that have been registered in official documents. Conversely, the implicit type of policy does not have that official status since it is not recorded in documents of a formal character. Accordingly, these bilingual strategies for the promotion of peripheral learning can be associated to an implicit type of language policy.

This implicit type of strategies represents one of the various actions evidenced inside the institution for the promotion of a dynamic English language environment. For that reason, it is necessary to address the following subcategory in order to continue exploring other institutional efforts. The next section will focus on actions regarding cross-curricular projects.

5.2.2 Cross-curricular Projects as Strategies for the Promotion of English

In an attempt to provide the academic community with opportunities to experience their L2 teaching-learning processes by means of authentic language exposure, the English coordination area have proposed two main cross-curricular strategies. The first one involves the implementation of a classroom project which takes advantage of music in English for teaching-learning purposes. In second place, the institution carries out a cultural event that seeks to cultivate both communicative and artistic competences in all its educational levels. In the following sub-finding categories, such institutional practices will be deeply explored.

5.2.2.1 Classroom Project: Teaching and Learning English Through Music

In the institutional document *Enseñando y Aprendiendo la Lengua Inglesa desde una Metodología Lúdica, a través de la Música* (ID_04_CP), one of the archives analyzed in the documentary analysis report, the English teachers of Instituto Kennedy present a formal proposal in response to a prior diagnosis carried out by the English area

coordination, which revealed the students' need of exposure to authentic material. Thus, an institutional action plan was designed to contribute to the learners' communicative progress through a musical didactic sequence; it specifically applies for secondary levels. The piece of data below directly cites the general objective of the classroom project in question:

DA_Report_L108-L110

“diseñar una propuesta didáctica basada en el trabajo sistemático con canciones como herramienta para mejorar las habilidades de comprensión en inglés y generar en los estudiantes una actitud más favorable al aprendizaje de esta lengua.”

Upon this, it can be confirmed that the institution's aim is to improve students' language comprehension skills through the design of a didactic proposal based on the systematic use of songs in English. This implies that the English area not only explores alternative approaches to address its teaching and learning needs, but it also promotes students' agency towards their own processes in the target language.

Part of the formal sequence proposed entails the distribution of the selected songs throughout the academic calendar, which is evidenced in the following contribution provided by the English coordinator:

[...] cada profesor prepara unas canciones, pero lo primero es que los niños, ellos por su propia iniciativa, busquen una canción que les guste. Entonces, ellos buscan su canción, la preparan, escuchan, repiten en la casa. Obviamente, cuando vienen no tienen como una excelente pronunciación, pero pues se acercan, ¿cierto?. Ellos traen una canción por período, y nosotros como docentes debemos enseñar una canción por periodo. Y así, al año serían seis cancioncitas que ellos estarían manejando. Se hacen ejercicios con la canción.

As it can be noticed, the timeline organization of the didactic activities to be executed are confirmed and, at the same time, appreciated as a formal characteristic of this institutional action plan. On these grounds, it can be observed that the English coordination has established a minimum of six songs to be studied and equally distributed during the three terms of its academic program.

Moreover, it is worthwhile to highlight the role students' agency play in the development of the project since they are allowed and encouraged to propose music based on their own preferences, which implies that the strategy itself is flexible and thus, collectively adaptable to the emerging particularities of the context.

Lastly, it is also important to comment on the procedural nature of the project since it is developed in diverse stages: first, the song is selected (whether by the students or the teachers); second, the linguistic content is presented and the lyrics are studied; third, the

pronunciation features are emphasized and corrected. With this in mind, it can be said that this institutional strategy represents a valuable effort for the promotion of the English development in its community, as confirmed by the English area coordinator in the piece of evidence below:

IN_01_P3_L220-L222

[...] lo de las canciones es bien importante porque usted enseña ahí muchas cosas, enseña vocabulario, puede enseñar verbos, puede enseñar adjetivos, y otro tipo de cosas.

Here, it is remarked how advantageous the use of songs as a teaching tool results given the diversity of communicative components that can be exploited from them. For instance, it is mentioned that through songs in English teachers at Kennedy can explain different parts of speech, verbal forms and grammatical tenses. Furthermore, the authentic nature of this resource provides students with opportunities of interacting with the language in a more real-life form.

Now it is pertinent to align the theoretical discussion of this section with the one stated in the preceding sub-finding, where the implicit and explicit types of language policies were presented according to Johnson (2013). Having this distinction in mind, it can be interpreted that the present classroom project corresponds to an *explicit* action proposed by the institution to improve their English language pedagogical practices. In addition, it is paramount to remark the fact that this effort not only has an official status inside the

institution, but it is also configured as an independent initiative. That is, in spite of the reduced resources provided by the national bodies, the school is autonomously deciding how to conduct their English teaching and learning processes.

It is precise to continue exploring those independent actions the institution is currently executing for the seek of its English academic quality, as evidenced in the following sub-finding.

5.2.2.2 Talent Show Day Project

The second cross-curricular project evidenced in the institution is the Talent Show Day Project which is a cultural activity that embraces all educational levels, from preschool to 11th grade, in order to exhibit some students' artistic abilities and other pre-studied outcomes in English. This event is designed, planned and executed by the English area along the academic year in a transversal way to the English subject matter, grounded on the curricular objectives.

In its fifth chapter, the document *Proyecto Educativo Institucional* (ID_01_PEI) presents, as described on the documentary analysis report (DA_Report), the general and specific objectives of the institution's curricular project. The following, is one example of the specific objectives stated in such document:

DA_Report_L26-L27

“Diseñar y formalizar proyectos pedagógicos institucionales y de aula y articularlos a los programas académicos”

This objective shows that the institution seeks the integration of projects and academic programs by working on projects transversally throughout the different subjects. In addition, in the chapter eight of the *Proyecto Educativo Institucional*, a list of projects that the institution promotes in a transversal way to the academic activities is provided. Such information can be identified in the following excerpt also taken from the documentary analysis report:

DA_Report_L33-L38

“Articulada a la distribución en Áreas del Conocimiento, está la distribución de acciones, a través del desarrollo de Proyectos Transversales como son: Proyecto Ambiental Escolar, Proyecto de Prevención de Riesgos Escolares, Proyecto de Uso (del) Tiempo Libre, Proyecto de Educación Sexual y Construcción de Ciudadanía, Proyecto de Derechos Humanos y Democracia, Proyecto Lectura y Escritura, y Proyecto de Talentos.”

It is confirmed that among the several projects that the school attempts to develop, there is one in regard to talents to be promoted parallel to the academic programs. This implies that the foundations for the Talent Show Day Project can be linked to the institution's specific objectives stated in the *Proyecto Educativo Institucional*. This implication is corroborated by means of the fragments of the school's director interview presented below.

It is pertinent to highlight the fact that the director's interview was administered in 2017 right before the activity was executed. In contrast, the rest of participants' interviews took place in 2018.

IN_01_P1_L77-L82

***Interviewee:** Para este año y por primera vez en el colegio se va a hacer [...] un show de talentos en inglés.*

***Interviewer_01:** ¿De todos los grados?*

***Interviewee:** ¡De todos, todos! Desde el preescolar, hasta grado once.*

IN_01_P1_L92-L97

[...]El proyecto educativo institucional (PEI) tiene como uno de sus ejes el desarrollo de talentos en la parte artística en cuanto a música, expresión corporal-danzas, expresión corporal-teatro y la parte deportiva. Eso es algo que es estructural en el proyecto educativo, entonces los docentes del área de inglés dijeron: “pues como la idea es desarrollar talentos, entonces ahora mostremos, en un primer año y luego lo institucionalizamos, [...] talentos en inglés”.

From this, five aspects can be observed. First, the director confirms the connection between the institutional strategy and the curricular objectives, which demonstrates a cohesion with the actions and the purposes pursued. Second, she expresses that the initiative for this emerged from the English area teachers; reaffirming, thus, the attempt for promoting English language through alternative actions despite the lack of external support

for resources. Third, it is mentioned that it is a new strategy since she mentions that it would be implemented for the first time. Fourth, it can be noticed that despite being at an early stage, there is a clear intention of continuing with the strategy to make it an institutional project. Fifth, the school's director explicitly confirms the fact that this project embraces all educational levels, which gives account of the institutional scope the strategy has.

All this information helps to provide a general picture about how this strategy is experienced inside the institution. In the following excerpts taken from the English area coordinator interview, some of the previous information is corroborated, and the development of this activity is described in more detail:

IN_01_P3_L435-L438

Sólo el área de inglés. Pues es que apenas empezó eso el año pasado y solamente era con cosas de (del área de) inglés. Entonces, lecturas en inglés, poemas en inglés, unas frases en inglés, una canción que íbamos mostrando [...] en unos carteles, entonces cada que se pronunciaba una frase (los estudiantes) levantaban el cartel.

IN_01_P3_L83-L102

Lo del Talent Show Day es como para presentar muchas cosas que uno ve en clase, entonces como descubriendo talentos, quiénes cantan mejor [...] En el Talent Show

se hace presentación de esos niños que cantan muy bien. [...] Lo otro era que salían a decir poemas.

From those data extracts, it is then confirmed the fact that the strategy is still at a very incipient stage. Additionally, the English area coordinator emphasises that in the first version of the project there was only participation from the English area; that is, the rest of academic areas were not integrated in this event; however, that emphasis may imply that for future implementations that kind of interdisciplinary integration could take place. Besides, the teacher mentions some examples about the specific type of activities developed throughout the event as it is the case of readings, poems, quotes, and interaction with songs' lyrics. It is also expressed that students who had abilities for singing were given a space to participate on the event's interventions. Lastly, the area coordinator remarks the fact that many of these outcomes were part of the contents worked in the English classes throughout the school year.

In that sense, based on the type of outcomes presented during the event, it is evidenced that for this strategy teachers also took advantage of authentic language resources throughout their teaching and learning processes.

In addition, for this type of events to be executed, the implementation of a complex underlying process is necessary to achieve the expected results. For that reason, this strategy evidences planning and organization by the English area; not to mention that the strategy also implies the development of a project-based learning approach transversal to the subject-matter contents. All this supports the idea that, despite the lack of externally

provided resources, the institution makes an effort to find alternative ways to overcome its limitations and face the students' English language needs.

In the same line, the participants of the study provided information about the use of institutional resources to implement the Talent Show Day Project. Such information can be observed in the following excerpts taken from the interviews with the English area coordinator and the academic coordinator of the institution, respectively:

IN_01_P3_L106-L110

[...] todo fue en inglés. O sea, el niño que nos colaboró era un niño de grado once que tenía pues una buena preparación en inglés porque él pues vivió en estados unidos y eso, entonces él nos animó mucho este proyecto [...] Todo es en inglés.

IN_01_P2_L141-148

[...] la institución les brinda el apoyo económico con lo que ellos planean [...] los recursos son básicos: son materiales para vestuario, para carteles, para pendones, son ese tipo de cosas, porque básicamente lo que se muestra es un producto a nivel de diálogo a nivel de [...] la competencia comunicativa como tal y arte. La institución les brinda lo que ellos necesitan, hasta donde se puede.

On the one hand, in the first extract the English area coordinator highlights the fact that the whole activity was presented in English and comments that an eleventh grader, who was proficient in the language, contributed to the project by providing support to other

students. This reflects promotion of collaborative work by taking advantage of students' language abilities as a resource to facilitate the achievement of the stated objectives.

On the other hand, the academic coordinator of the school mentions in the second excerpt that the institution attempts to supply the English area with the resources needed according to the economic possibilities that the school has. This reiterates the institutional efforts for the promotion of English as well as the pertinence of taking advantage of alternative actions to accomplish both national and institutional aims.

Moreover, it is important to highlight that despite the cohesion with the institutional objectives and the organization it needs to be executed, and considering the incipient stage in which it still is, this strategy is not registered on any institutional document; therefore, it does not have an official character inside the institution. For that reason, similarly to the bilingual strategies for the promotion of peripheral learning, this action can be defined, according to Johnson's (2013) categories, as an implicit type of language policy.

On the whole, both the *Classroom Project: Teaching and Learning English Through Music* and the *Talent Show Day Project* as cross-curricular strategies designed and implemented by the institution with its own resources represent a big effort for the promotion of English, for providing students with several opportunities to experience the language in authentic ways as well as for improving the communicative competence abilities among students.

In the same line, it is now pertinent to address the next action implemented by the institution for the promotion of English language. In the next section, a pedagogical practicum agreement with an external entity will be explored.

5.2.3 English Pedagogical Practicum Agreement with Universidad Tecnológica de Pereira

One of the most significant strategies evidenced in the institution is the pedagogical practicum agreement with the bilingualism bachelor's program from Universidad Tecnológica de Pereira (UTP). This agreement consists on providing 7th, 9th and 10th semester bilingualism students with a space in the school to implement their teaching practicums. By this means, all educational levels of the institution benefit from such resource; specially the primary levels, considering the profile particularities of primary teachers in Colombia. These aspects will be explored in depth throughout this section. The following two pieces of evidence show the implementation of this agreement in the institution; the first excerpt is based on the institutional document *Convenio Marco entre la Universidad Tecnológica de Pereira y la I.E Instituto Kennedy (ID_03_CM)*, which was condensed in the documentary analysis report; the second one corresponds to an extract from the school's director interview:

DA_Report_L76-L80

[...] the Convenio Marco celebrates an agreement between two parts: Universidad Tecnológica de Pereira (UTP) and Institución Educativa Instituto Kennedy. This

agreement makes this alliance official under the purpose of providing a space for students who are enrolled in the last semesters of Licenciatura en Bilingüismo at UTP to carry out their pedagogical practices.

IN_01_P1_L37-L45

[...] tenemos en este momento el convenio con el departamento de Licenciatura en Bilingüismo, un convenio de práctica docente. Tenemos un buen grupo de docentes en formación de los últimos semestres de la Licenciatura y tienen una cobertura muy amplia porque están abordados todos los cursos del colegio desde los más pequeños, preescolar, hasta grado 11.

It is confirmed, then, that the practicum agreement currently takes place in an official way, and it is supported by a wide number of teachers in development who attend each one of the groups in the institution. It also represents a very substantial strategy that offers the opportunity for improving English language processes at an institutional level. Aligned with it, in the following interview extract, the coordinator of the school addresses this aspect by expressing the purpose pursued with the implementation of such pedagogical practices:

IN_01_P2_L26-L31

principalmente, es fortalecer el inglés en la institución. (...) Vemos la necesidad de que el estudiante interiorice la necesidad del inglés para (...) potenciarse como individuo dentro de la sociedad. Entonces nosotros como institución ¿qué queremos con el convenio? pues fortalecer todos esos procesos. Queremos, ante todo, la necesidad del inglés desde la primaria, porque nuestros chicos estaban llegando a sexto con ninguna base; entonces los profesores se veían obligados a iniciar hasta con vocabulario.

From those words, two aspects can be observed. In the first place, the school coordinator corroborates that, by means of the implementation of the agreement, the institution seeks to strengthen English teaching and learning as well as to raise students' awareness about the importance of this language to trigger themselves as individuals in the society. This reflects a clear intention of making efforts to allow the institution's improvement regarding English processes. In the second place, although the pedagogical practicum is implemented in all levels, the participant emphasises on the importance of the strategy as a support in primary education in view of the gap that exists in students' English competence when arriving to secondary education.

Regarding such gap, it is pertinent to highlight that the Colombian educational system regulations require teachers of secondary education to be assigned to facilitate only one subject according to their educational background emphasis. In contrast, primary teachers should attend all the academic subjects. This information can be evidenced in the following fragment of the school's director interview:

para la básica primaria no se asignan docentes especializados en el inglés. El mismo docente de la básica primaria debe atender absolutamente todas las áreas de conocimiento de los niños. Ahí está, por ejemplo [...] inglés, que nosotros sabemos que son áreas que un docente de básica primaria no tiene como fuertes para atenderlas y para hacer un trabajo totalmente eficiente.

For that reason, considering that primary teachers in Colombia are in charge of developing all areas, it is not possible to count on teachers specialized in a subject, for instance, English. Additionally, taking into account that the agreement addresses all educational levels, including primary, it represents a very significant opportunity for the institution to foster English language teaching and learning processes from the bases of students' education. That evidences why, although the practicum agreement has an institutional impact, there is a particular focus on the benefits it can provide to the lower graders.

In addition to the implementation of this strategy, the directives of the institution decided to make another considerable effort to provide a stronger support to the pedagogical process agreed. Such effort has to do with the institution's academic council decision to modify the number of English hours per week in primary educational level. This

action is described in more detail in the following extract of the school's academic coordinator interview:

IN_01_P2_L81-L86

a todos les estamos dando tres horas con el convenio que se hizo porque antes no, antes inglés se le daba a primaria una horita ¿Por qué? Porque si los docentes no tenían la fortaleza en inglés, pues no había necesidad de ampliarlo. [...]Pero ante el recurso se abrió la posibilidad y el consejo académico autorizó las tres horas para la primaria, para la básica hasta noveno, y para la media cuatro horas.

It can be noticed that in view of the possibility of having teachers in development with an emphasis on English language teaching, the academic committee decided to increase the number of class hours per week in primary. In that sense, the institution seeks the benefit from both the presence of English practitioners in every grade and the increasement of the exposure time for the practicum. That reflects a paramount dual institutional effort taken by the directives of the institution for the promotion of English language.

Besides, those institutional actions imply the institutional attempt to close the aforementioned learning gap between primary and secondary educational levels. In the following interview extract, the academic coordinator of the institution mentions the advance observed in regard to such implication:

IN_01_P2_L53-L55

[...]con los practicantes se ha logrado en la básica primaria, preescolar y la primera infancia que los chicos tengan un acercamiento más real a lo que piden los estándares.

This gives an account of the impact that the implementation of these strategies has had so far in achieving the objectives pursued with the agreement by stating that primary students are now closer to what is aimed on the national standards. It can also be suggested that closing the existing learning gap in both primary and secondary levels is a process that requires time until a whole generation of students have experienced the process. This implies that a more substantial result of these institutional strategies could be observed in the coming years, as expressed by the English area coordinator in the interview excerpt below:

IN_01_P3_L2961-L303

¿Qué esperamos nosotros? [...] como ya empezaron desde [...] primera infancia [...] cuando estos niños lleguen a sexto ya va a ser mucho mejor. Ahora sí vamos a dar clases totalmente en inglés y no va a haber tanto problema, ¿cierto? porque ya vienen desde pequeñitos con el cuento.

The participant expresses that by the time students who are currently in the first grades of primary education reach sixth grade there will be less difficulties on guiding a whole class in English since they would already have solid bases in the language. This implies not only that the results of the pedagogical practicum implementation can be observed in the long term but also that there is a clear intention of continuing with the strategy until those expected results are achieved.

As has been noted, both the implementation of the practicum agreement altogether with the modification of class hours per week represent a very significant strategy for the promotion of English language. Additionally, as this institutional effort is recorded on institutional documents, which gives it an official character, it can be defined as an explicit type of language policy according to Johnson's (2013) ideas.

After having explored this strategy in detail, it is now pertinent to draw the attention towards a different set of resources and actions evidenced in the institution to promote the development of an English language environment. The next section will explore institutional resources use for language promotion.

5.2.4 Use of Resources for the Support of English Language Learning Processes

The last type of strategies for the promotion of English language processes evidenced in the institution refers to the use of the available resources in order to supply the school's teaching and learning needs. In particular, two actions were identified for this purpose: in the first place, the institution takes advantage of human resources to address its English educational needs in secondary level. In the second place, it was found that the institution uses different technological resources to foster academic processes of English language. All these aspects will be explored and discussed in more detail throughout the following sections

5.2.4.1 The Role of Human Resources in Handling English Language Area Educational Needs

In the first type of resources used to support English language learning processes at Instituto Kennedy, it was observed that the institution takes advantage of human resources such as English-proficient teachers, supported by the English language teaching practitioners, to handle a coverage need in the English subject; nonetheless, certified English language teachers are the main facilitators assigned for the secondary educational levels.

In the following interview excerpt, the institution's principal addresses the assignation of certified English language teachers at Instituto Kennedy:

IN_01_P1_L188-L195

En básica secundaria, sí se nombra el docente [...] licenciado en inglés [...], de séptimo hasta once si tenemos docentes licenciados en inglés.

The participant mentions that, for the secondary educational levels of the institution, certified English language teachers are assigned; also, she clarifies that the institution counts on such specialized English teachers from 7th to 11th grade. This information was corroborated throughout the interview with the English area coordinator, as evidenced in the following data excerpts:

IN_01_P3_L29-L33

Jair, Mónica, y yo, solamente tres (somos licenciados en Inglés) [...] Está Leo, que él da en noveno [...] pero Leo es (licenciado) de español. [...]. Entonces, con ayuda de los practicantes es que de pronto pues ese noveno sale un poquito como adelante. Igual, el tiene [...] formación en inglés.

IN_01_P3_L373-L381

Hay una compañera Beatriz que da en un séptimo [...] ella es (licenciada) de español [...] pero, este año se necesitó, y entonces le están dando un grupo en séptimo [...] (y) el profesor de grado sexto no es licenciado en inglés [...] Pues, el compañero hizo el curso de Open English [...] ¿ En qué se apoya él?, de pronto mucho, en los practicantes.

From these contributions, three fundamental statements can be drawn regarding the advantage that the institution takes from human resources: in the first place, considering

that there are certified Spanish language teachers with proficiency in English contributing to the L2 pedagogical processes, it can be implied that their role is substantial for addressing a presumed coverage need. In the second place, taking into account that these teachers do not have an emphasis on English teaching, it can be observed that the UTP's practitioners' role in the support of L2 pedagogical processes acquires a great deal of significance, particularly, for the purposes of such 'auxiliar' teachers' practices. Finally, it is pertinent to highlight that, as mentioned by the participant, the case of the auxiliar teacher in 7th grade corresponds to an unusual decision resulting from an exceptional circumstance of the current academic year.

In short, it is evidenced that there are certified Spanish teachers with English proficiency who, supported by the practitioners, facilitate the English subject in certain groups to address an institutional demand.

On balance, it can be reaffirmed that although the institution takes advantage of the human resources available to supply an institutional need, it does have certified English language teachers assigned for secondary educational levels.

In that sense, considering that ideally each subject should have a specialized teacher in the area, the use of human resource to handle a need in the English area can be understood as a *de facto* type of strategy, according to Johnson's (2013) categories for language policies, since it "is a policy that arises without or in spite of what is written in official documents".

To continue exploring in detail the institutional strategies for the promotion of English, it is now pertinent to focus on the last section regarding the use of resources for the support of English language processes in which the use of technological equipment as a means for the development of English processes is addressed.

5.2.4.2 Technological Equipment as Support for English Pedagogical Processes

The second and last type of resource evidenced in the institution regards the effort of providing the possibility of using technological devices as a support for English language pedagogical processes, particularly, by installing this type of devices in an English classroom and offering teachers the possibility of borrowing video projectors and an audiovisuals room. These actions will be explored in detail throughout the section.

In the following extract taken from the institution's director, the participant talks about one of those actions:

IN_01_P1_L135-139

El aula de inglés viene desde hace ya cuatro años [...] Ellos ahí tienen equipo audiovisual. No es equipo de bilingüismo, es un equipo audiovisual. Tienen televisor, tienen DVD, tienen parlantes.

The director mentions the existence of an English classroom which is equipped with technological devices such as a television set, a DVD player and a speaker to support the pedagogical processes. She also expresses that such classroom has been working for four

years in the institution. This information was corroborated throughout the interview with the English area coordinator; however, it was noticed that the technological devices are currently not working. In the following extract of the interview, the English area coordinator evidences that information and explains in a more detailed way:

IN_01_P3_L365-L367

(En cuanto a) recursos audiovisuales, pues como les digo tengo el televisorcito malo, también tengo el DVD malo, entonces no se puede trabajar con él.

IN_01_P3_L397-L405

Participant 3:[...]cuando teníamos el televisor [...] lo compartíamos los tres docentes. [...] en esta sala rotábamos los tres, entonces también era con un horario. Pero ya, como a cada docente nos dieron un salón, entonces cada uno tiene sus cositas aparte.

Interviewer: ¿Esta era antes el aula de inglés?

Participant 3: Esta era era el aula de inglés.

This demonstrates that there is an English classroom that was provided with technological devices that are not currently working. In addition, the participant manifestes that such classroom was used by all the English teachers within a planned schedule. In that sense, the act of sharing the classroom reflects that there was an intention of the teachers for taking advantage of the resources available in the institution to explore different ways of

guiding the pedagogical processes. However, the area coordinator expresses that each teacher was assigned a classroom, so now they have their own stuff separately.

All this suggest that the institution does not have the support of technological devices for their classes anymore. Nonetheless, in 2017, throughout the interview with the school's director, it was evidenced that they were about to acquire more equipment for the use of the English area. This can be illustrated in the following excerpt:

IN_01_P1_L139-L1401

Ya ahorita en unos quince días van a tener video beam, van a tener computador específico para ellos.

It can be noticed that there is an intention of acquiring a more advanced type of technological equipment, which implies also that there is an institutional effort for improving English language pedagogical processes.

In 2018, during the interview with the English area coordinator it was confirmed that the effective acquisition of the equipment took place. This can be observed in the following interview extract:

IN_01_P3_L369-L371

Solamente hay un salón (de inglés) que está como mejor dotadito [...] ese sí tiene pues su Video Beam, computador [...] tiene todo lo que se necesita.

It reaffirms the effort that the institution makes on providing resources for the

support of English pedagogical processes. However, it is pertinent to remark that since each teacher has its own classroom, it implies that only the students who take English class in the equipped classroom are benefited with this resource.

On the bright side, the equipment of classrooms is not the only way through which pedagogical processes are supported by technological resources in the institution. This was observed in the academic coordinator's interview, which evidenced that the institution counts on more equipment for the support of pedagogical processes. Besides, the participant mentioned that teachers can borrow an audiovisuals room, which is also an equipped room. This suggests a broader institutional effort than having only one classroom limited to few students. In the same line, the English area coordinator comments about those aspects in more detail, as it can be evidenced in the following fragments of her interview:

IN_01_P3_L382-383

[...] si necesitamos video beam o sala de audiovisuales, nos los prestan cuando hay el espacio.

IN_01_P3_L367-368

Algunos practicantes prestan un Video Beam para venir a trabajar.

The interviewee confirms that both the audiovisuals room and the video projectors can be borrowed by teachers according to their availability. In addition, she highlights the

fact that some teachers in development from UTP take advantage of this technological resources as a pedagogical support. This reflects the application of the institutional efforts made to support and contribute to the improvement of pedagogical practices of all the academic areas, including English.

Additionally, although the institution pursues a very clear objective by offering the possibility of taking advantage of such resources, it is necessary to mention that these actions are not recorded on any official nor institutional document. Therefore, similarly to the previous strategies with this characteristic, the use of technological equipment as a support for English language pedagogical processes does not have an official character for the institution. In that way, it can be associated to be part of an *implicit* type of language policy, according to Johnson's (2013) categories.

Generally speaking, the promotion of English language practices through peripheral learning, cross-curricular projects, a practicum agreement and the use of institutional resources reflects an intentional set of efforts, actions and decisions made by the institution to have an impact in the community's English language behavior. Considering this, it can be noticed that it is in accordance to Tovar's (1999) definition for a language policy as those "deliberate actions of individuals, institutions or governments intending to change or maintain the status, manners of acquisition of languages or language varieties in certain groups".

In the same line, Johnson (2013) suggests that "a language policy is a policy mechanism that impacts the structure, function, use, or acquisition of language".

Consequently, the two authors' definitions suggest that Instituto Kennedy's strategies for the promotion of English language teaching and learning processes represent, altogether, a language policy.

Additionally, taking into account that the policy is the result of institutional efforts and that those efforts, as a whole, are not part of a single official document despite its straightforward purpose, it can be classified in two ways according to Johnson's (2013) categories: first, as a *bottom-up* type of language policy in view of the fact that "it emerges from the target linguistic community"; and second, as an *implicit* type of language policy due to the "lack of formal archives".

It is also pertinent to mention that, in the same line of the previous finding (5.1), this institutional language policy pursues the aim of learning a language. Thus, it can be classified as an acquisition type of policy (Cooper, 1989). Furthermore, it is important to reiterate that such English acquisition policy occurs in the L1 context of the target community, and thus, a compound bilingualism is being developed (Weinreich, 1953). Lastly, as the institution intention is to add a L2 maintaining the L1 according to the national policies and standards, a monoglossic bilingual education ideology within an additive framework is confirmed (García 2009).

Given all these points, it is now pertinent to leave aside this section in order to address the next broad category regarding the participants' perceptions about English promotion strategies.

5.3 Participants' Perceptions about English Promotion Strategies Implemented at Instituto Kennedy

The third broad category resulted from the data analysis involves the participants' perceptions towards the actions taken for the promotion of English teaching and learning processes at Instituto Kennedy. The pertinence of these perceptions within the research objectives proposed is grounded on Tovar's (1999) statements; specifically, those regarding the examination of reality stage for language planning, which considers necessary to analyse the target community's attitudes, impressions, and beliefs towards their current language practices in order to have a thorough diagnosis that leads to coherent decisions about their language behavior.

For this purpose, five main sub-findings will be discussed throughout this section. Such results will evidence the participants' perceptions about: (1) the Talent Show Day Project; (2) the English pedagogical practicum agreement with Universidad Tecnológica de Pereira; (3) the hourly intensity for the English area; (4) the access to resources for supporting English language processes; and (5) the teachers' qualification in the English academic area of the institution.

5.3.1 Perceptions about the Talent Show Day Project

The Talent Show Day, as one of the foremost institutional strategies for the promotion of English teaching and learning processes, generates a positive impression on the participants of the present research study. To begin with, a contribution from the Kennedy's academic coordinator will serve as an illustration:

IN_01_P2_L160-L167

(Este tipo de eventos) gustan mucho porque (a) nuestros chicos les encanta la música en inglés, a ellos les gusta todo lo que les llega del extranjero, entonces es una forma de canalizar esos gustos y de integrarlos al fortalecimiento del área de inglés. Creo que es una muy buena estrategia la del Talent Show, [...] a ellos les agrada mucho interactuar con estas otras culturas y es un buen mecanismo.

It can be noticed that the participant has a positive perception about the strategy on the grounds that she recognizes three main benefits which can be obtained from such institutional action. In the first place, she expresses how advantageous it is to employ authentic linguistic input in pedagogical procedures. In the second place, she highlights how valuable it is to exploit learners' own interests for pedagogical purposes; and lastly, the participant also notes how helpful the cultural exchange becomes for this academic community thanks to the implementation of this action.

In other words, the academic coordinator considers this strategy to be useful in terms of the support it represents for the English communicative competence development in Kennedy's community. Similarly, in the following interview excerpt, the English area coordinator manifests a positive perception about the Talent Show Day Project:

IN_01_P3_L448-L451

Muy bueno, pues, como le digo, pensamos que de pronto se iban a aburrir o algo porque todo era en inglés, y como no les gusta y ponen quejas: “¡ay! es que todo lo hablan en inglés y no entendemos”. Entonces, decíamos: “se van a cansar,” ¿qué irá a pasar? Y no, mirá que fue bueno ¡Muy interesante!

Here, the English area coordinator describes the execution of this project as good and interesting since students' positive response, observed during the implementation of this cultural activity, was perceived as a significant achievement. Besides, it is noticed that such students' response was unexpected by the participant because of an assumption of rejection from them towards English language based on presumed students' complaints. It is pertinent to remark that it was the first time that a lifelike language environment was generated at the institution.

From this, it can be confirmed that the English area coordinator has a positive perception about the implementation of the Talent Show Day Project.

On the whole, it was evidenced that there is a general good response towards the implementation of this strategy among the academic coordinator and the English area coordinator of the institution.

Now, to continue exploring the participants' perspectives upon other efforts carried out in the institution, it is necessary to address the following sub-finding regarding the pedagogical agreement with the English language teaching program from Universidad Tecnológica de Pereira.

5.3.2 Perceptions about the English Pedagogical Practicum Agreement with Universidad Tecnológica de Pereira

In the second type of perceptions expressed by the participants it was noticed that there is a general positive response in regard to the presence of this agreement in the institution and the impact it has on their English pedagogical processes, especially in primary schooling. However, it was observed that one of the participants expressed dissatisfaction with some aspects of its implementation.

In the following pieces of evidence taken from the school's director and academic coordinator interviews they express, respectively, their perception about the implementation of the pedagogical practicum at the institution:

IN_01_P1_L150-L153

El impacto es bueno, muy bueno [...] sabemos que en inglés tenemos que fortalecernos [...] Es una de las razones por las que tomamos la decisión de hacer ese convenio con la universidad.

IN_01_P2_L64-L67

[...]el trabajo ha sido muy valioso en todos los niveles. Creo que para ambas instituciones es muy importante: para nosotros porque contamos con el recurso humano que nos apoya y para ustedes porque cuentan con la experiencia de los docentes a nivel pedagógico entonces hay un intercambio importante.

It can be noticed that both participants share a positive perception about the implementation of this strategy. On the one hand, the school's director describes the action as favorable since she considers it is helpful for the strengthening of English language processes inside the institution. On the other hand, the academic coordinator conceives such implementation as valuable, and highlights the importance of the experiential exchange it provides for both teachers in development and the institution.

From those participants' perceptions, it can be reaffirmed that the presence of this action at the institution is well received. In the same line, it was noticed that the school's director and the English area coordinator agree on the special significance such action has for primary educational levels. This can be evidenced in the following extracts taken from their interviews, respectively:

IN_01_P1_L200-L219

Entonces, (con) la llegada de estos jóvenes en formación a las aulas de clase de primaria [...]sí se ve el impacto, muy bueno. [...] Con la llegada de los docentes del programa de allá de la universidad (en inglés en primaria) se está fortaleciendo, y muchísimo, no poco, muchísimo.

IN_01_P3_L195-L198

Desafortunadamente, no están, pues, los profesores (de básica primaria) como muy bien preparados en inglés y vienen con muchos errores los niños cuando ya llegan a bachillerato. Afortunadamente, con la llegada de los practicantes entonces hay una gran ayuda ahí.

The first extract evidences how the school's director reiterates that the strategy has a good impact on the institution and emphasises on how primary education levels are strongly benefited thanks to its implementation. The second extract, shows how the English area coordinator conceives that it is fortunate for the institution to count on this strategy since it is helpful as a support for primary teachers, considering that they are not specialized on English language teaching.

Upon this, it can be noticed that both participants agree on the idea that the pedagogical practicum agreement has a significant impact on primary education levels, which implies that there is, in general, a favorable perception towards it.

However, it was noticed that the English area coordinator does not feel satisfied by some aspects of the practicum agreement implementation. This can be evidenced in the following excerpt taken from her interview:

IN_01_P3_L240-L247

Ahora, con la llegada de los practicantes este año que fueron de a dos, hubo como muchas cosas como que no nos funcionaron, funcionó mejor el año pasado que era un solo practicante. Por qué, porque había como más interacción del docente con ese practicante. Ahora vienen dos, entonces entre los dos como que se hablan ellos

solitos allá y uno pues como que se entera de pocas cosas, y no hay como la conexión que había el año pasado. Posiblemente sea porque son dos. Entonces, eso, y que no, pues muchos de ellos no siguen lo que uno le dice sino que ellos van como ruedas sueltas y hacen lo que quieren. Entonces, pues en esa parte, dijimos en el área que estábamos como aburridos más bien con este cuento este año. Pues, igual ustedes nos colaboran mucho, están pendientes de muchas cosas, pero sí faltó este año como más acercamiento entre los practicantes y los docentes.

It can be observed that the participant recognizes the meaningfulness of the pedagogical practicum effort; however, she identifies two aspects which she considers are not working adequately regarding some aspects of the practicum process when compared to the previous year conditions: in first place, she expresses that communication among practitioners and in-service teachers has diminished. In this regard, she argues that since the implementation is done in couples this year, contrary to 2017 when it was done individually, the close and direct communicative contact has decreased. In second place, she addresses the aspect of following instructions. About this, she comments that some practitioners do not comply with the directions given by the in-service teachers.

Taking those reasons into account, the English area coordinator manifested her unconformity regarding the implementation of the pedagogical practicum agreement in the institution. This corroborates that the participant feels dissatisfied about some of the strategy aspects, which implies that she does not have a completely positive perception about it.

On balance, it is evidenced that the pedagogical practicum agreement at Instituto Kennedy generates a positive perception among the participants. However, one of them also objects about some aspects of its implementation.

In order to explore the participants' perceptions towards other strategies, it is pertinent to address the following sub-finding regarding perceptions about the hourly intensity assigned to the English area at Instituto Kennedy.

5.3.3 Perceptions about the hourly intensity for the English area

The third type of participants' perceptions evidenced regards the number of English class hours per week. About this, it was found that only one out of the three participants has a favorable perception towards the current amount of hours assigned for the subject by the institution's academic committee. The other two participants admit that the English hours are insufficient.

In the following interview segments of the school's director and the English coordinator area, they express their perception about this institutional action, respectively:

IN_01_P1_L382-L384

fijese que la intensidad es muy pequeña, pero muy muy pequeña para lograr un real proceso del aprendizaje del inglés. Yo, en mi poco conocimiento que tengo de la manera como se estudia el inglés, considero que es poca.

IN_01_P3_L344-L347

si lo que quisiéramos es convertir esto en un colegio bilingüe me parece que son muy poquitas horas, y siempre hemos dicho eso.

In the first extract, it is observed that the principal of the institution describes the amount of English hours as to be very few if a considerable impact on language learning is intended. In a similar way, it is noticed that the English area coordinator expresses that in the pursuit of becoming a bilingual school, the amount of class hours is very little.

In that sense, it is evidenced that both participants coincide on the idea that for a bigger impact on English language processes to take place, the current hourly intensity is not enough, which implies, despite the efforts made, an unconformity towards this institutional decision.

Nonetheless, it was noticed that the academic coordinator of the institution has an opposite perception about this institutional action, which can be evidenced throughout the following excerpts taken from her interview:

IN_01_P2_L81-L86

Cuando se hizo el convenio, se amplió [...] la intensidad horaria semanal a 3 horas (en primaria) que considero que es [...] una buena intensidad, privilegiando pues prácticamente ante otras áreas que también son fuertes como matemáticas y lenguaje.

Interviewee: Y ¿cuáles son sus percepciones respecto a esa intensidad horaria?

Participant: Yo creo que es buena, [...], creo que la intensidad como tal está bien.

It can be noticed that the participant expresses her approval upon the number of hours per week that the institution has assigned for the English subject. This, in view of the fact that she describes as good the hourly intensity established by the academic council for the practicum agreement. In this regard, the participant argues that the amount of hours assigned for the English subject is proportional to the ones of Math and Language subjects, which are also prioritized areas. From this, it is confirmed that the academic coordinator of the institution has a favorable perception towards the school's hourly intensity stipulation.

Altogether, it is evidenced that the institutional action regarding the hourly intensity determined for the English area generates an unconformity perception among two of the participants. However, one of them finds this action convenient.

Given these points, it is now necessary to address the focus of attention to the following section, in which the perceptions about the access to resources for the support of English language processes will be presented.

5.3.4 Perceptions about Resources for the Support of English Language Processes

The fourth type of participants' perceptions evidenced has to do with the institutional resources available for the promotion of English language processes. Regarding this aspect, it was found that two participants consider that the institutional resources available are not sufficient for the development of English language teaching and learning processes, while the other participant implies that the existing resources are sufficient for such purposes. This information will be explored in detail throughout the coming section.

In the following excerpts taken from both the director and the English area coordinator interviews, the participants, respectively, express their perceptions about such institutional resources:

IN_01_P1_L409-L411

Los recursos propios de la institución tanto en personal, es decir, recurso humano, como en recurso físico, son insuficientes.

IN_01_P3_L394-L397

debería haber más recursos, pues, si vamos a considerar que el colegio se va a volver un colegio bilingüe, pues tendría que haber más recursos pues a nivel como de equipos audiovisuales, que cada uno tuviera su videobeam, su parlantico pues y todo como bien.

On the one hand, from the first excerpt, it can be noticed that the school's principal considers that human and physical resources available are not enough for the development of English language pedagogical processes, which implies that she believes the institution needs more resources for such purposes.

On the other hand, it is evidenced that the English area coordinator makes three observations about the resources available for English language promotion: in the first place, she expresses that there should be more resources if an attempt of becoming the institution a bilingual school is being considered; in the second place, she specifies that those resources should include more audiovisual equipment; and lastly, she adds that each teacher should have the audiovisual equipment needed. All these aspects corroborate that the English area coordinator also believes the institution needs more resources for English promotion purposes.

In short, it can be stated that both the institution's principal and the English coordinator area agree on the idea that it is necessary to count on more resources for the promotion of English language, and they are not sufficient for the development of English language practices.

This idea differs from the perception described in the following extracts from the academic coordinator interview:

IN_01_P2_L235-L237

[...] yo creo que más que el recurso, es la voluntad de usar lo que hay [...]

Considero que (los recursos) son subutilizados, los docentes deben empoderarse más de la tecnología, interactuar más con ella, tener menos temor de llevar estos recursos al aula.

From this information, four aspects can be evidenced regarding the participant's perception towards the institutional resources for the promotion of English: first, the participant implies that the importance of pedagogical processes is not related to the amount of resources as such, but to the will of using what is available; in addition, she considers that the current resources are not given a proper use; also, she expresses that teachers should empower themselves to increase the use and interaction with technology, which implies that the participant considers that teachers lack initiative to incorporate this resources into the classroom processes; and lastly, she implies that teachers' little use and incorporation of technology is due to the lack of confidence.

Taking these aspects into account, it can be suggested that the academic coordinator conceives as sufficient the resources available for the promotion of English language in the institution.

Overall, regarding the institutional resources available for the development of English language teaching and learning processes, it was evidenced that two out of the three participants consider they are not sufficient, the other participant implies that they are.

Now, in order to conclude the exploration of participants' perceptions, it is pertinent to focus on the last section regarding the qualification of teachers in the English area.

5.3.5 Perceptions about Teachers Qualification in the English Academic Area

In the fifth and last type of perceptions about the opportunities that English teachers at Instituto Kennedy have for their professional progress, the participants' manifestations constitutes a relevant sub-finding for the present study. In this regard, it was found that there is an homogeneous negative response towards such actions, which will be explored in depth throughout the section.

The first two illustrative excerpts give general account of the principal's discontentment in view of the insufficient human resources that the institution have to face its educational needs:

IN_01_P1_L409-L411

Los recursos propios de la institución [...] en personal, es decir, (en) recurso humano [...] son insuficientes.

IN_01_P1_L151-L156

Es una de las razones por las que tomamos la decisión de hacer ese convenio con la universidad, con el departamento de bilingüismo, y los maestros son

creativos y son muy comprometidos; sin embargo, no es suficiente el trabajo que ellos hacen [...], en primaria.

From this, it is remarkable the fact that the principal recognizes the willingness, commitment, and resourcefulness of Kennedy's teaching staff; nonetheless, she also points three aspects aroused from limited access they have to ELT training. Firstly, it can be implied that the L2 teaching and learning processes are generally unsatisfactory due to the lack of support from national authorities. This is supported by the fact that the institution has to appeal to alternative mechanisms to attend its educational demands, as it is the case of the non-certified English teachers who are currently conducting the English as a foreign language classes. In second place, it can be observed that the participant makes especial emphasis on the challenges this brings for primary levels, reiterating what has been exposed in previous segments of this chapter. Lastly, it can be interpreted that, as a consequence of this problematic, the main purpose of the agreement with the Licenciatura en Bilingüismo program is to compensate the English pedagogical limitations at Kennedy. Accordingly, it can be suggested that the director's perception towards the teachers' qualification in the English area is not favorable.

In the same line, it was found that the expectations of the English area coordinator in regard to training provided for continuing the growth in the ELT field are not meet. The piece of evidence below serves as an illustration:

IN_01_P3_L461-L465

En inglés, póngale hace como unos diez años hubo hasta ahí capacitaciones, de pronto lo de unas inmersiones que hubo en San Andrés [...], una compañera fue a una inmersión por allí en Armenia [...]. Luego no volvimos a tener capacitaciones.

IN_01_P3_L485-L487

Entonces, es muy triste que sea como tan poquita [...] (y) lo ideal sería que fuera para todos.

From this, three aspects can be evidenced about the participant's perception towards the access that English teachers have to training and qualifications. In the first place, the area coordinator mentions different occasions in which some teachers at Kennedy have participated in ELT trainings provided by national authorities, expressing that it has been a long time since these opportunities do not take place. In the second place, it is noticed that the participant perceives this action as inconstant and inequitable, which implies the participant's dissatisfaction towards such aspect of the national policy. In third place, she expresses her opinion about the coverage of those actions, stating that all teachers should be taken into account for these purposes.

With these three aspects in mind, it can be evidenced that the English area coordinator has a negative perception about the access English teachers have for training and professional development by means of the national policy.

Generally speaking, it was noticed that in regard to teachers' qualification in the English area, both the school's principal and the English area coordinator have a homogeneous negative response.

As has been noted, throughout these sections the participants' perceptions about the strategies for English language promotion evidenced at Instituto Kennedy were explored and discussed. For the most part, it was found that there was not a general consensus among all participants in terms of how they appreciate the actions implemented for the seek of English language quality at the institution. For instance, it was evidenced that while the impressions upon the Talent Show Day strategy are predominantly positive, the ones concerning the teachers' access to qualification incentives are mainly negative.

Besides, it is pertinent to remark the relevance of these perceptions in order to make further decisions regarding the English language behavior in the institution. Specifically, focusing on the negative perceptions could provide valuable information for addressing the unconformities observed. In the same line, it important to reiterate that considering participants' perceptions towards the actions that have an impact on their language environment is supported by Tovar's (1999) ideas for language planning and policies.

In a more general view of the whole findings chapter, it is important to recall the three main categories addressed, which were: (1) the characteristics of the national English language policy evidenced in the school, (2) the institutional strategies implemented for the

promotion of English language, and (3) the participants' perceptions towards the national and institutional strategies for English language promotion

In terms of the first finding, it was observed that a national policy is present inside the institution. Regarding such policy, it was noticed that it has the characteristics of a top-down explicit type of language policy for acquisition purposes grounded on a monoglossic ideology within an additive framework for the development of compound bilingualism. However, it was also noticed that the actions of such national policy have a limited scope of action inside the institution.

In the second place, several actions at classroom and institutional levels were identified for the promotion of English language processes, and it was concluded that the institution counts on an English language policy that was characterized as a bottom-up implicit type of language policy for acquisition purposes grounded on a monoglossic ideology within an additive framework of bilingual education theory for the development of compound bilingualism.

Concerning the last result, it was concluded that there is not a general consensus among all participants perceptions towards the actions implemented to foster English pedagogical processes at the institution since both positive and negative impressions were evidenced.

Now, it is pertinent to address the following chapter, in which both the pedagogical and research implications will be developed; that is the impact this project might have in

further studies or implementations with the purpose of promoting bilingual education at Instituto Kenney or other educational contexts.

6. RESEARCH AND PEDAGOGICAL IMPLICATIONS

Throughout this chapter, it will be exposed how this project might serve as a point of reference for further studies and implementations with the purpose of promoting bilingual education, either at Instituto Kennedy or other educational contexts. Thus, both pedagogical and research implications will be developed as the two main ramifications.

From the pedagogical point of view, suggestions about peripheral learning and cross-curricular strategies will be provided; the former will address both bilingual signage and bilingual posters; the latter will focus on the classroom project concerning English language teaching through songs.

On the one hand, considering that the bilingual signage is not present in all areas of the institution facilities, it can be resignified as an advantage for promoting English pedagogical processes. It is suggested the design of a classroom project which encourages members of the academic community to implement a *tagging scheme* in of the common areas of institution that currently lack bilingual signage, seeking to strengthen the lexical competence. From this perspective, objects and places of the daily school context could be labeled in English; for instance: “trash can”, “students’ restrooms”, “school cafeteria”, “photocopy room”, “library”. etc. Lastly, although it would imply an expense in resources, the students’ involvement would facilitate its acquisition and optimization; thus, this would bring a substantial benefit for the entire academic community.

On the other hand, taking into account that the posters used in the institution for peripheral learning promotion have an informative purpose, it is suggested to modify such purpose to give it a broader scope which integrates instructional purposes. For that reason, it is suggested that not only teachers but also students contribute to the creation and exhibition of such artifacts around the institution. The strategy can also be articulated to each grade curricular objectives to be developed, through posters, by students. Additionally, different formats of visual representation such as infographics and comics, as well as different narrative styles such as rhymes or poems, could be fostered through these products. Consequently, the use of this strategy could also have an explicit pedagogical role in which alternative assessment manners can be implemented providing learning feedback on students.

In the second place, as it was found that institutional cross-curricular projects constitute a significant effort for the promotion of English pedagogical processes, a recommendation to continue improving these practices would be the formulation of learning achievement indicators to give account of the impact these actions have on students' communicative competence development. In the particular case of the English songs classroom project, for instance, an achievement indicator to measure the effectiveness of the systematic use of musical authentic material in the development of L2 skills, could strengthen and qualify the purpose of this action. Additionally, it is recommended that this cross-curricular project broadens its scope to include not only lexical components but also socio-cultural awareness skills in its pedagogical purposes.

Regarding these three pedagogical implications, it is important to highlight that those actions are only focused on secondary education; then, it is also pertinent to suggest that these strategies are integrated to the primary levels, so that such educational processes can be strengthened on both sides.

From the research point of view, considering that this study has a diagnostic character, that is, merely descriptive, it is pertinent to mention the need to conduct more research about the strategies implemented at the institution in order to have a better understanding of them for further optimization of the institutional language policy. In particular, three main research focuses can be suggested regarding the status of the institutional policy, curricular design, and the pedagogical practicum agreement with *Universidad Tecnológica de Pereira*.

In the first place, on the grounds that the institutional language policy, as a whole, has an implicit character, it is necessary to conduct further studies on the implicit strategies evidenced at Instituto Kennedy in order to conduct a recopilation, organization and systematization of their implementation processes. Then, by means of such documentation process, the status of the institutional policy would change to be official (Johnson, 2013).

In the second place, it is necessary to conduct further research studies, specifically, on curricular aspects such as planning, implementation and use of resources for English language pedagogical practices which allow to identify needs which can be optimized through the design and implementation of other strategies.

Regarding the last suggestion, it is important to have a deeper understanding of the practicum agreement with Universidad Tecnológica de Pereira in order to design improvement adjustments to the guidelines and articulation processes between both Kennedy and UTP institutions. The need for this line of research is grounded on Tovar's (1999) suggestion about taking into account participants' perceptions towards language policies in order to make coherent decisions.

Finally, besides these three research suggestions, it is pertinent to remark the fact that since this study is framed within the first out of the four stages of a macro-project, it also serves as the basis to continue the development of such research and implementation line, pursuing the promotion of bilingual education at Instituto Kennedy. It is important to consider that, as identified in the results chapter, most institutional strategies are focused only in the secondary education levels and that there is currently a monoglossic ideology for the promotion of an additive model of English language. Thus, it is feasible for Instituto Kennedy to transform its current policy profile, through the next stages of the macro-project, into a bilingual education model grounded on an heteroglossic view of language within a dynamic framework which, as stated by García (2009), allows the simultaneous interaction of multiple languages and cultures inside the same context.

7. LIMITATIONS

Although the research objectives were accomplished, the factors that somehow represented an obstacle for the optimum development of the study will be addressed throughout the present chapter. For this purpose, four main limitations in regard to lack of previous research, size of the sample, data collection, and lack of evidence will be explored.

To start with, it was challenging to find enough academic literature about how to characterize a language policy. In that sense, the conceptual framework scope could not be broadened due to the lack of diverse theoretical references to ground the construction of an institution's profile.

In addition, regarding the size of the sample it is pertinent to mention that in the initial project design four participants were considered to be the sample population. During the data collection process, the inclusion of the last participant, a representative teacher of primary levels, was discarded since the first three participants had already provided the information intended; therefore, designing and administering another instrument was considered unnecessary. However, this implied a reduction in the variety of perspectives that could have been reported concerning the participants' perceptions, which serve as considerations to make further coherent decisions about a language behaviour (Tovar, 1999). In the same line, after the analysis of data, it was noticed that although they were not considered to be part of the study, including some students' perceptions would have been a

substantial contribution for the diversity of points of view towards the actions taken for English language learning promotion.

Moreover, concerning data collection, it is pertinent to mention two limiting aspects: on the one hand, during the data analysis process, it was found that some evidences did not have a support from other participants to be reliable; especially, the ones regarding the participants' perceptions towards the institutional strategies and the teachers' qualification; therefore, it was necessary to discard those excerpts from the discussions. On the other hand, a questionnaire was initially considered to be part of the data collection instruments of the study; specifically, to inquire about participants' perceptions towards language policies implemented at Instituto Kennedy; however, it was discarded in view of the fact that such information was collected through the interview instrument. The questionnaire instrument omission represented a limitation on the grounds that, throughout the interviews, some participants did not offer enough information about a few aspects of the perceptions' categories.

Finally, a school's delay to share the institutional document regarding the cross-curricular project for English teaching through music meant a limitation for the data collection process in view of the fact that it was provided to the researchers after the administration of two interviews. In that way, the information about that document could only be contrasted with one of the participants interview.

8. CONCLUSIONS

The relevance for the present research study to be conducted emerged from the seek of English language teaching and learning practices improvement at Institución Educativa Instituto Kennedy in Pereira. For this reason, a macro-project for the promotion of bilingual education at such institution was designed based on Tovar's (1999) model for language planning, which suggests that four stages need to be developed in order to have a coherent impact on the linguistic behaviour of a community: an examination of the reality, in which the needs of the target community are diagnosed; a decision-making process, in which strategies in accordance to those needs are designed; an implementation stage, in which the decisions made are executed; and an evaluation stage, in which a feedback from the previous stages is obtained.

This study was in charge of conducting the first stage described in Tovar's (1999) model; that is, the diagnostic stage in which the community's needs are identified. In that sense, considering the final macro-project's aims, which is the promotion of bilingual education at Instituto Kennedy, the following research question was posed: *How are languages policies implemented at I.E Instituto Kennedy, Pereira characterized?*

In addition to Tovar's (1999), different authors' ideas served as a support to help answer such research question by providing essential theoretical concepts; for instance, Cooper's (1989) distinction of language planning according to their purpose; Johnson's (2013) classification of language policies depending on their genesis, means and goals,

documentation, and in-law or in-practice implementations; and García's (2009) types of ideologies and frameworks in bilingual education.

Moreover, the participants and data collection instruments provided both the data and the means to obtain them, which were also essential to answer the research question. On one side, the participants of the study were the principal, the academic coordinator, and the English area coordinator of the institution. On the other, semi-structured interviews and a documentary analysis report were the data collection instruments.

In the same line, after analysing the data, three categories of results were identified: characteristics of the national language policy within the institution, institutional strategies to promote English language teaching and learning processes, and participants' perceptions about English promotion strategies implemented at the institution.

In regard to the former, three aspects were found: firstly, that the institution is not focalized by the Colombia Bilingüe Program; secondly, that national English guidelines are used as the basis for the curricular design; and finally, that there is lack of continuous incentives for teachers' professional development coming from the national policy.

In the second category, four type of strategies were found: in the first place, the institution uses bilingual signage and English posters to promote an English language environment; in the second place, a classroom project through the use of songs in English and a project of talents are transversal to the curriculum for the development of the English communicative competence; in the third place, the Instituto Kennedy uses a pedagogical practicum agreement with Universidad Tecnológica de Pereira to enhance English teaching

and learning pedagogical processes; and lastly, the institution uses human and technological resources to support this type of English processes as well.

In the last category, five aspects were found: in the first place, it was evidenced that there is a general good response towards the project of talents among the academic coordinator and the English area coordinator of the institution; in the second place, it was evidenced that the pedagogical practicum agreement at Instituto Kennedy generates a positive perception among the participants; in the third place, it is evidenced that although one of them finds the action convenient, the hourly intensity determined for the English area generates an unconformity perception among two of the participants; in the fourth place, it was evidenced that two out of the three participants consider that the institutional resources available for the development of English language teaching and learning processes, are not sufficient, while the other participant implies that they indeed are; finally, it was noticed that in regards to teachers' qualification in the English area, the participants have an homogeneous negative response.

Taking those results into account, it is pertinent to address the accomplishment of the research objectives. On the one hand, concerning the first specific objective, which is *to classify the language policies belonging to the Institution and the ones stipulated by the Plan Nacional de Bilingüismo*, two policies were evidenced in the institution: the first one corresponds to the Colombia Bilingüe Program, which is profiled as an explicit top-down acquisition language policy grounded on a monoglossic ideology within an additive framework; the second one corresponds to the strategies implemented at Instituto Kennedy for the promotion of English language teaching and learning processes, which belongs to

the institution and it is profiled as an implicit bottom-up acquisition language policy grounded on a monoglossic ideology within an additive framework. This latter policy also evidences the accomplishment of the second specific objective, which is *to identify the educational bilingual policy profile at I.E Instituto Kennedy*. In regard to the last specific objective, which is *to inquire about the perceptions of the academic representatives and administrative directives towards the English language policies*, it was concluded that there is not a general consensus among all participants perceptions towards the language policies present in the institution since both positive and negative impressions were evidenced. On the other hand, considering that all the aforementioned specific objectives were accomplished, it can be implied that the general research objective, which is *to describe the language policies implemented at I.E Instituto Kennedy* was also accomplished.

Therefore, it can be concluded as well that the research question posed for this research study was provided with an answer.

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